

April, 1955

# The American School Board Journal



A PERIODICAL OF  
SCHOOL ADMINISTRATION

## **In This Issue:**

★ Time for a Change—*Bursch*

★ The Schools and Civil Defense Evacuation—*Ridgway*

★ Where Does Your State Rank Now?—*Bienvenu & Martyn*

★ National School Boards Association Meeting



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comfort and safety-control.



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with wrap-around,  
safety-vision windows.

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Every BLUE BIRD School Bus is an example of BLUE BIRD'S uncompromising adherence to top quality construction . . . and the added safety it brings to you. The new, 1955 BLUE BIRDS are the finest School Buses ever built. Their new, more abundant safety features give them the leadership in value you are looking for . . . from both the standpoint of child safety and economical operation.

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Please send me your new, 1955  
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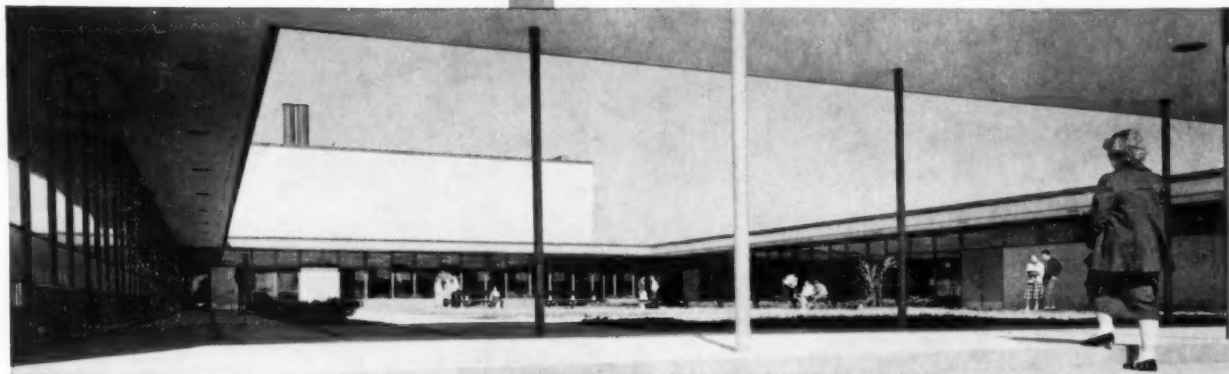
Your "BETTER BUY" in 1955!

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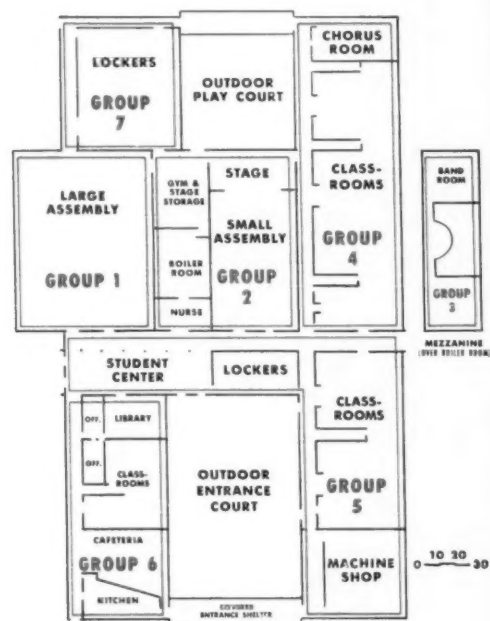




another award-winning school  
gains comfort . . . saves fuel  
with **JOHNSON DUAL CONTROL**



Norman High School, Norman, Oklahoma, recipient of First Honor Award of the American Institute of Architects in 1954. Architects and Engineers: Perkins & Will, Chicago, and Caudill-Rowlett-Scott & Associates, Oklahoma City, and Bryan, Texas. Heating Contractor: Fischer Engineering Co., Norman.



Floor plan shows how Johnson *Dual* Thermostats are grouped for convenience. During regular school hours, a *Dual* Thermostat in each room maintains every space at the ideal comfort level. When classes are over, each group of thermostats is reset, from a central point, for lower, non-occupancy temperatures. In those rooms which continue in use, a touch of the button on the *Dual* Thermostat restores them to normal occupancy temperatures, *without changing the economy settings of the other thermostats*. In a busy school, heating only the occupied rooms can easily save enough fuel dollars to pay for the cost of the entire system!

Comfort *could have been* a real problem in this remarkable school. The size of the building itself is a factor . . . so are the large glass areas . . . widely varied room sizes . . . exposure . . . changing occupancy levels. A busy program of social, athletic and other extracurricular activities is another important consideration.

But comfort *isn't* a problem, and *never will be*, thanks to a pace-setting system of Johnson Automatic Temperature Control engineered to meet the exact needs of this building and its occupants.

Equally important, the special economy features of Johnson *Dual* Control make it possible to provide the finest in individual room temperature regulation at a large saving in fuel costs. The accompanying plan shows how.

You can easily insure the same degree of comfort and economy for your own school that Johnson has provided for this and thousands of other schools of all types and sizes. Remember, Johnson brings to each job over 70 years' experience in solving every conceivable type of temperature control problem in schools—*more specialized experience than anyone else!*

Why not take advantage of this experience? A nearby Johnson engineer will gladly make recommendations for any new or existing school without obligation. JOHNSON SERVICE COMPANY, Milwaukee 2, Wisconsin. Direct Branch Offices in Principal Cities.



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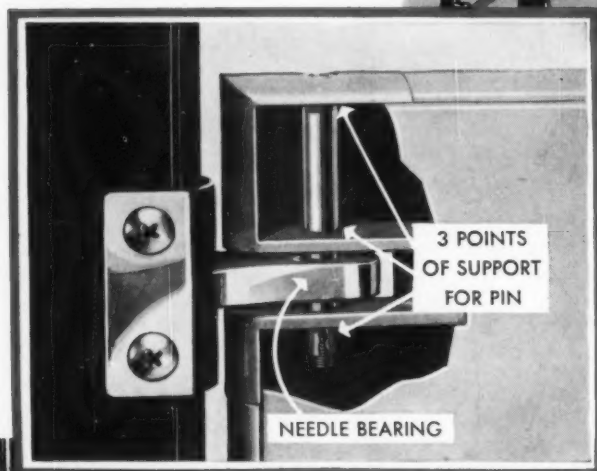
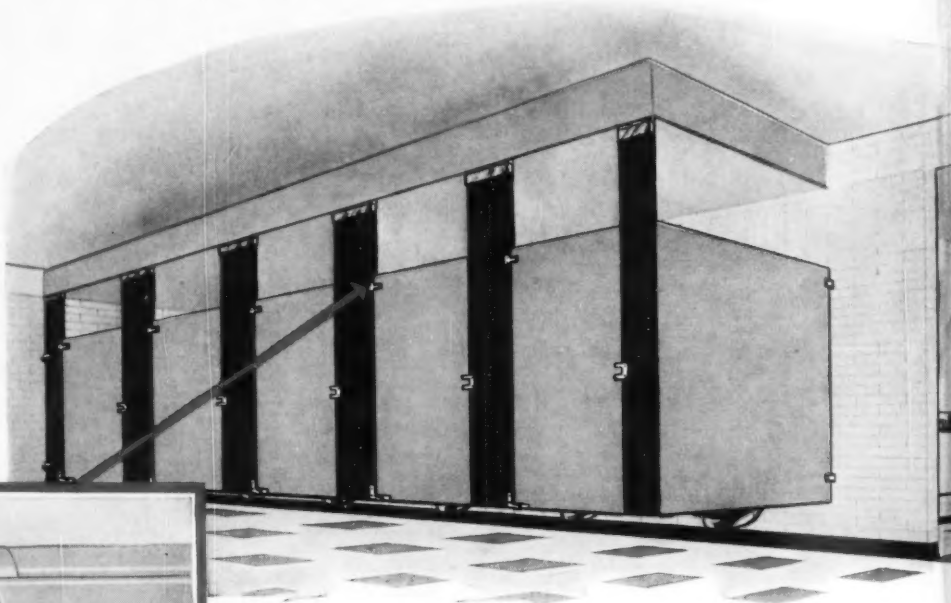
No. 1  
OF A SERIES

## WHAT TO LOOK FOR IN QUALITY TOILET COMPARTMENT CONSTRUCTION

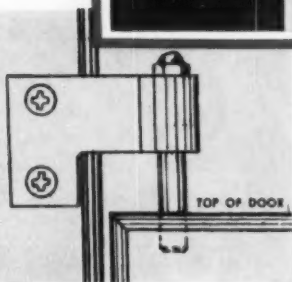
*One of many major differences that give you your money's worth in satisfactory service!*

### *The Top-Hinge Design...*

### THAT OUTWITS TROUBLE

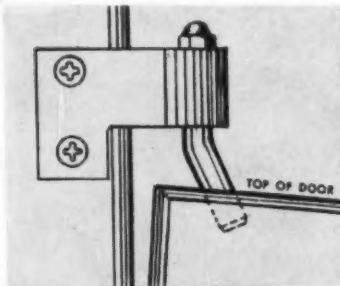


**SANYMETAL'S 7700 TOP HINGE:** Support of the top hinge pin at the 3 marked points prevents it from getting out of line even though a heavy man leans on the door handle, or a child or adult swings on the door. This top hinge pin operates within a needle roller bearing proved capable of 301,000 cycles of use without noticeable wear.



**OUT-OF-DATE** design employs a cantilever principle top hinge like this. In service this hinge bends . . .

**OUT-OF-LINE** (as shown exaggerated here) at best causing rapid wear, at worst allowing door to drop from its support.



**MANY** quality construction features found in *all* Sanymetal Toilet Compartments mean longer satisfactory service. These features result from Sanymetal's 41 years' experience manufacturing compartments. Be sure you get this quality.

Here is one such feature, the Sanymetal 7700 *Top Hinge*, for compartment doors. Note how proper design makes this hinge so strong that it cannot get out of alignment, even if severely abused. Compared with it, ordinary hinges are outdated both in appearance, and in service life.

The many Sanymetal features explain why Sanymetal products are leaders, frequently imitated. Only Sanymetal offers all these many differences as standard without special cost. Ask your Sanymetal Representative to point out these many features of Sanymetal Quality construction.

See Sweet's or send for Catalog 92, describing all Sanymetal Compartments. If you wish, we will mail other advertisements of this series on quality construction details.

*This long-life feature is  
STANDARD at no extra cost on all  
types of Sanymetal Compartments.*

THE  
**Sanymetal**®  
**PRODUCTS COMPANY, INC.**  
1686 URBANA ROAD, CLEVELAND 12, OHIO

# THE AMERICAN School Board Journal

*A Periodical of School Administration*

April  
1955

VOL. 130

NO. 4

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# more

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... because Wayne surveys your safety ideas and makes them come true. Waynes are newest and strongest through and through . . . the safest way to go to school. Compare!

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## "All Aboard"

# National Association Adopts Basic Platform of Beliefs and Policies

EDWARD TUTTLE

The National School Boards Association climaxed its great three-day Convention in St. Louis by the unanimous adoption of a "Statement of Beliefs and Policies" on which it had been working for more than three years.

This platform states in unequivocal terms the position of the N.S.B.A. on 20 aspects of American public education. It will serve the National Association in the same manner as do written policies for local boards of education.

Eight hundred seventy-five (875) board members and 256 guests from 43 states and the District of Columbia registered at the convention and participated in the interesting and varied program. States sending the most board members were Illinois, 165; Pennsylvania, 112; California, 97; Texas, 57; Michigan, 55; New York, 44; Missouri, 42; New Jersey, 26; Indiana, 25; closely followed by Oklahoma, Ohio, Wisconsin, and Iowa.

### STATEMENT OF BELIEFS AND POLICIES OF THE NATIONAL SCHOOL BOARDS ASSOCIATION, INC.

ADOPTED, FEBRUARY 26, 1955

The public school boards of America, united in their several State School Boards Associations, and federated into the National School Boards Association, Inc., believe that "education is the bulwark of freedom" and that our universal system of free public education is literally the nation's first line of defense and the greatest constructive force in the possession of the American people for the preservation of their freedoms and the advancement of the democratic way of life.

They hold that public schools will keep America strong and free if America's public will keep the schools free and strong; and, firm in this conviction, have agreed upon a statement of common beliefs and policies with regard to public education, as follows:

#### 1. State and Local Control of Education

The responsibility for providing public schools is legally vested in the several states, but in large measure the operation of the schools is delegated to local boards of education made up of lay citizens who serve their communities voluntarily and in most cases without remuneration. It is the policy of the National School Boards Association to support the principle that control of public schools shall always be vested in state and local school boards in accordance with state law.

#### 2. Keeping the Public Informed

The public schools belong to all the people,

are supported by the people, and are designed to carry out the wishes of the people for the education of children, youths, and adults. Therefore, the National School Boards Association advocates that local school boards and their associations endeavor by every possible means to make certain that all the people have all the facts all the time concerning their schools.

#### 3. Types of School Board Responsibility

The National School Boards Association believes that a local school board has the following types of responsibility toward the school district community which it represents:

a) The board has the *legal* responsibility for the conduct of the school, and is the only agency in the community that does.

b) The board has a *civic* responsibility as the controlling body of a basically essential service to the life of the community.

c) The board has a *social* responsibility toward all the people who look to the school as the center of growth and development for young and old alike.

d) The board has an *economic* responsibility since positive proof exists that there is a direct relationship between good schools and business prosperity.

e) The board has a *moral and ethical* responsibility to discharge its functions courageously and impartially in the interest of the greatest good to the greatest number at all times.

#### 4. Standards for Local School Board Operation

The National School Boards Association advocates that there shall be in each school district a nonpartisan, broadly representative, team-spirited board of education, having clearly defined written policies based on a thorough understanding of the educational process;

That the board shall conduct its business in open sessions;

That the board shall possess complete fiscal independence for the operation of its program under the administration of a local chief school administrator.

And further, the Association advocates that every member of a school board shall represent open-mindedly the entire school district and, in consequence, must let his considerations for the entire district take precedence over every form of partisanship and special interest—political, racial, religious, geographic, economic, social, civic, or other.

#### 5. School Board — Administrator Relationship

The National School Boards Association recognizes that the school board is a policy-making body, and properly delegates the ex-

## PROGRESS

Past experience should be a  
guidepost, not a hitching post.

— D. W. WILLIAMS.

We build for the future upon what has gone before. Every experience, whether happy and rewarding or painful and disappointing, has its lessons to teach. The tougher the experience the more likely we are to learn the lessons that will point the way with greater certainty another time. It is when riding a wave of success that often we are in greater danger than when struggling in the trough of adversity. We may easily grow complacent, seek to rest on our laurels, and fail to continue the effort that won through for us in the first place. If that happens, progress ceases and retrogression sets in, for it is impossible to remain "hitched" in one spot for very long. Either we gain ground by using our past experience as a guide or we lose ground by ignoring its teachings. — E. M. T.

cution of its policies to an employed professional administrator and his staff.

#### 6. Developing Policies

The National School Boards Association believes that in the making of policies, wisdom would indicate that individuals and groups who will be affected by a given policy should be consulted by the board of education during the formative period and should be fully informed concerning the policy finally adopted. "Those who share, will care."

The Association further believes that since changing conditions bring changing needs, policies must be flexible without being fickle. School board members should be aware of the fact that every action of a board either: (1) conforms to policy already existing; (2) modifies existing policy; or (3) establishes new policy.

#### 7. Increased Support for Public Education

With respect to the support of public education, the National School Boards Association recommends:

a) That the citizens of America lift themselves as promptly as they can "to a new and much higher level of interest, of attention, of hard work, of care, of concern, of expenditure, and of dedication to the education of the American people."\*

b) That concerted effort be made by each state to equalize the financial support of public education to the end that every taxpayer, individual and corporate, shall contribute his just and proportionate share.

c) That local districts be expected to contribute a required minimum amount of financial support to the schools before they are eligible to receive additional funds from state or other sources.

d) That financial support from the state to local school districts be designed in largest measure to equalize educational opportunities and to sustain a steadily improving minimum foundation program of education.

e) That, in principle, funds from federal or other sources outside the state, intended for

\*From *Educating for Leadership* by Walter Lippmann, 1954.

(Continued on page 6)

## N.S.B.A. PLATFORM

(Continued from page 5)

the assistance of public education, shall be administered by the state education agency through the local boards of education in accordance with state policy and without restriction other than simple accounting of receipts and disbursements.

### 8. Maintenance of High Professional Standards

The National School Boards Association with its affiliated state associations urges local boards to exercise the utmost vigilance in maintaining and improving the professional status of the teaching profession, and in encouraging the type of potential candidates for teaching who will exemplify the high ideals so needed in the world today.

### 9. Provision of Instructional Materials

The National School Boards Association recommends that boards of education give the members of their staffs opportunity to indicate needed and desirable instructional materials and then endeavor to provide these aids to the fullest possible extent.

The Association recognizes that modern science has developed new media of instruction which may greatly assist teachers and pupils in their classroom studies, and urges that advantage be taken of the new facilities as rapidly as it can be done on a sound educational and economic basis.

### 10. Wider Use of School Facilities

In the public interest, the National School Boards Association advocates the greatest possible use of public school facilities and playgrounds as community centers for the integra-

tion of the American community and the encouragement of family participation in wholesome character building activities conducive to good citizenship and the preservation of the American home. To this end, state associations are urged to initiate legislation whenever necessary to authorize the wider use of public school facilities for community purposes under provisions giving local boards authority to determine, regulate, and maintain such programs.

### 11. Adult Education

The National School Boards Association through its affiliated state associations urges local boards of education to provide facilities and programs for teaching adults those skills and cultural subjects which they desire.

### 12. Controversial Issues in the Schools

The National School Boards Association recommends that there shall be no curtailment in classrooms of the presentation of factual materials relating to both sides of controversial issues of local, state, national, or international importance, unless such presentation is forbidden by law.

The Association further recommends that school administrators and teaching personnel shall always exert their most conscientious efforts to present such facts objectively and impartially.

It finally recommends that local school boards establish policies which will protect such efforts against unjust reprisal.

### 13. Attacks on Public Education

The National School Boards Association deplores attacks of all kinds which appear designed to:

- a) Destroy rather than to improve the American institution of public education;
- b) Present a distorted picture based on one-sided or inadequate data;
- c) Perpetuate outmoded practices and prevent the schools from taking advantage of proved advances in adapting themselves to the needs of a changing community;
- d) Limit the offerings of the schools for the purpose of holding taxes below the level which the community as a whole is ready to maintain.

The Association welcomes constructive criticism of the schools, through whatever medium, when it is motivated by a sincere desire to improve the quality of the educational program and to equip the public schools more effectively for the task they are designed to perform. Criticism is most valuable to school boards when it represents the considered recommendations of a majority of the citizens of a community who have studied the facts.

### 14. Public and Private School Relationships

The National School Boards Association supports the American tradition of the separation of church and state, and urges that it shall be vigorously safeguarded. To this end the Association advocates that funds raised by general taxation for educational purposes shall be administered by public officials and shall not be used to support any privately operated schools. The Association recognizes and upholds the right of any group to establish and maintain schools financed by its own supporters with such governmental supervision as will assure a minimum standard of instruction and adherence to the Constitution and Laws of the United States.

### 15. Purpose and Support of School Board Associations

The National School Boards Association is committed to the principle that the major

(Concluded on page 94)

## TO BE SATISFIED THAT YOU'VE PICKED THE RIGHT HEATING SYSTEM...

*How Proud to Doubt,  
How Cautious are the Wise.  
—Homer.*

Your community depends on your judgment in the selection of school heating equipment. We respect that judgment. In your choice of fuel, of course, you may be limited, but where you have a choice, consider coal—and when you do...

...consider firing it with a Will-Burt Air-Controlled Stoker.

With Will-Burt Air Control, the fuel bed gets the air needed for efficient combustion—and you get more of the BTU's you pay for!

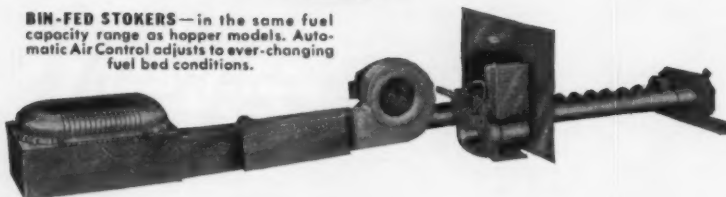
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must  
check  
all  
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**HOPPER MODEL STOKERS**  
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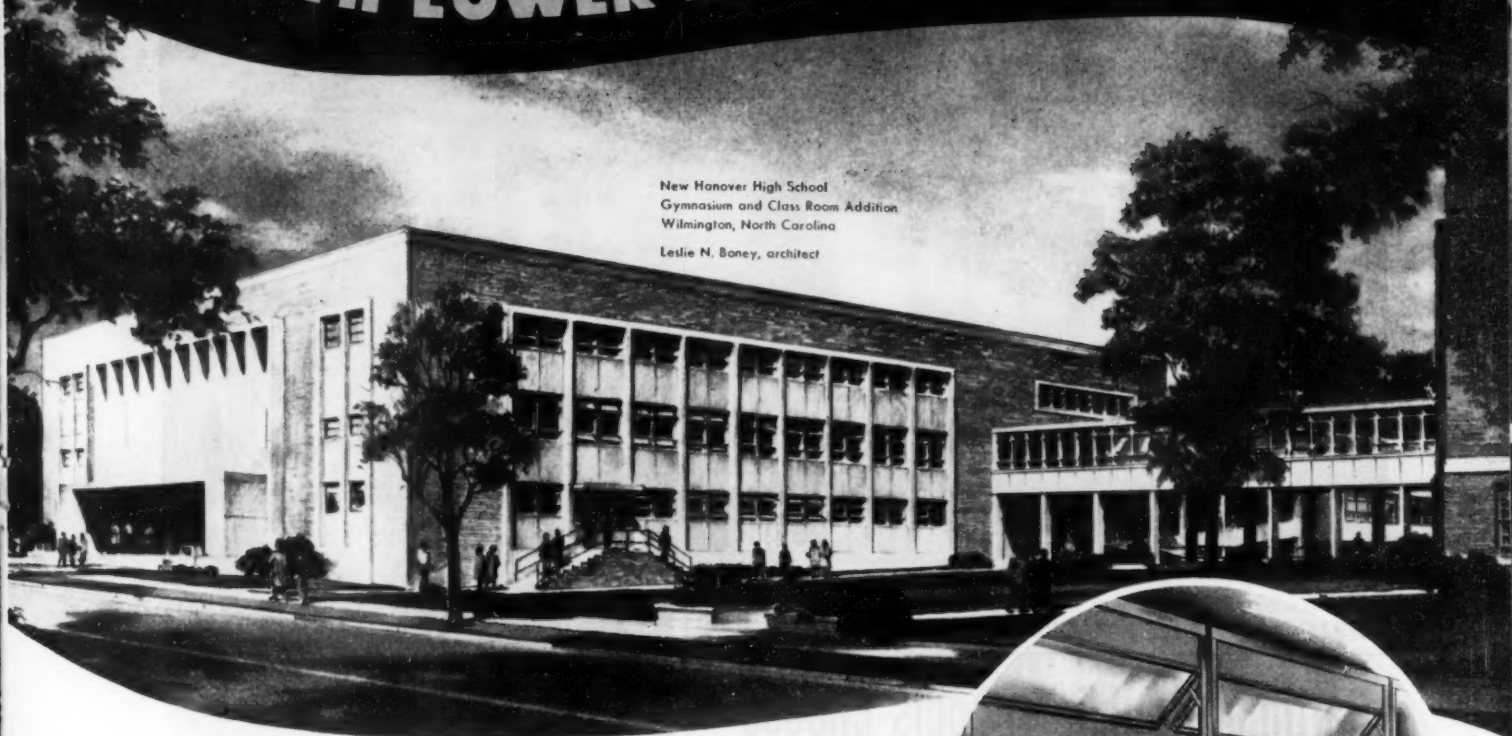


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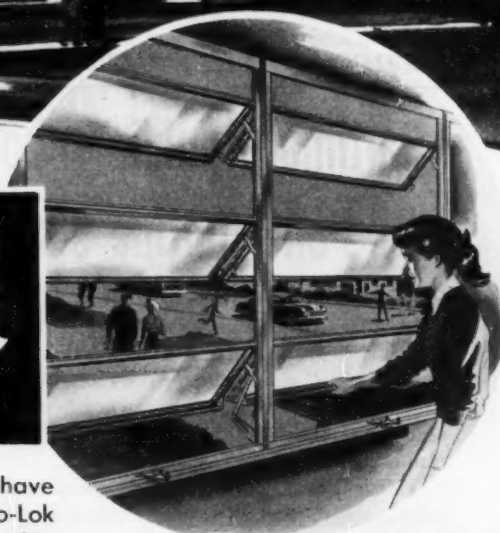


Your school board can profit by the experience of other boards that have earned the gratitude of the communities they serve by providing Auto-Lok windows to create beautiful modern schools and give greater comfort, operating ease, and reduced maintenance costs through the use of Auto-Lok windows.

Auto-Lok windows are engineered to provide schools with every important quality required for this special use. Countless successful school installations, continuing work with the architects of hundreds of America's most modern schools, and the specialized skills gained through designing and producing windows for outstanding public buildings . . . all contribute to Ludman's leadership in school window installations.

The coupon will bring you, in full detail, the information you need to look ahead in your selection of school windows. To learn why Auto-Lok windows meet the ten most important requirements that experts\* agree are really important in a window . . . to learn how Auto-Lok windows insure healthful fresh air, even when it's raining . . . to learn of such savings as reduced fuel costs . . . to learn how you save with windows that are washed from the inside . . . send the coupon today.

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Please send me full information on Auto-Lok windows for modern schools.

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\*Geoffrey Baker and Bruno Finaro  
in "Windows in Modern Architecture"

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"Tontine" shade cloth takes constant hard use in stride and saves maintenance costs because it's easily scrubbed with soap and water. This sturdy shade cloth resists cracking, fraying or pinholing—won't fade from sunlight.

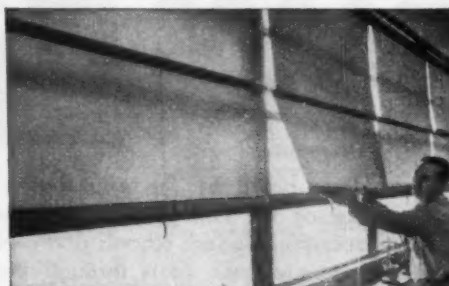
Help protect your students' eyesight practically and economically... insist on window coverings made with Du Pont "Tontine," the *proven* value in window shade cloth available in styles to fit *any* school need.

"Tontine" is Du Pont's registered trade-mark for its washable window shade cloth.

**GET FREE BOOKLET** that tells how to measure shade cloth durability—just mail the coupon below.



**New Baltimore public school** uses Du Pont "Tontine" window shades effectively and economically to carry out its clean, modern design.



**Constant use is no problem** with long-wearing "Tontine" shades. And see how much beauty and screened light they add to this Baltimore classroom.

### Du Pont TONTINE®

**Washable Window Shade Cloth**



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Please send me the free booklet telling how to measure the DURABILITY of window shade cloth.

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## SAFETY SCHOOL BUS BODY

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Of Daily Trips

SAFETY all the way from ABC to Ph.D.—when the rides are in an Oneida Safety School Bus. To Safety, the paramount consideration, add the many factors of endurance and performance that a school official considers first when providing pupil transportation.

Quality materials in the hands of skilled engineers have formed in the Oneida, a bus body unmatched for performance and durability, resulting in low cost operation and maintenance. They've added passenger comfort, too, and beauty of design that will make you proud to put your school name on the side of an Oneida Bus Body. Smooth the long road to an education with the Oneida Bus Body mounted on your choice of a fine standard chassis.

**WHY RIDES IN THE ONEIDA ARE SAFE ONES**

- A superstructure of steel, literally a "Cradle of Steel."
- Body Panels that are twin-riveted.
- Massive, continuous rub rails.
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- Controls within easy driver reach; and complete driver visibility.

**WRITE TODAY!**

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Watch for this long black line that sweeps into a curve at the end of a big yellow bus. It's the design that distinguishes Oneida as America's No. 1 Quality Safety School Bus.

**SCHOOL BUS SALES DIVISION**  
**ONEIDA PRODUCTS CORPORATION**  
 CANASTOTA, NEW YORK



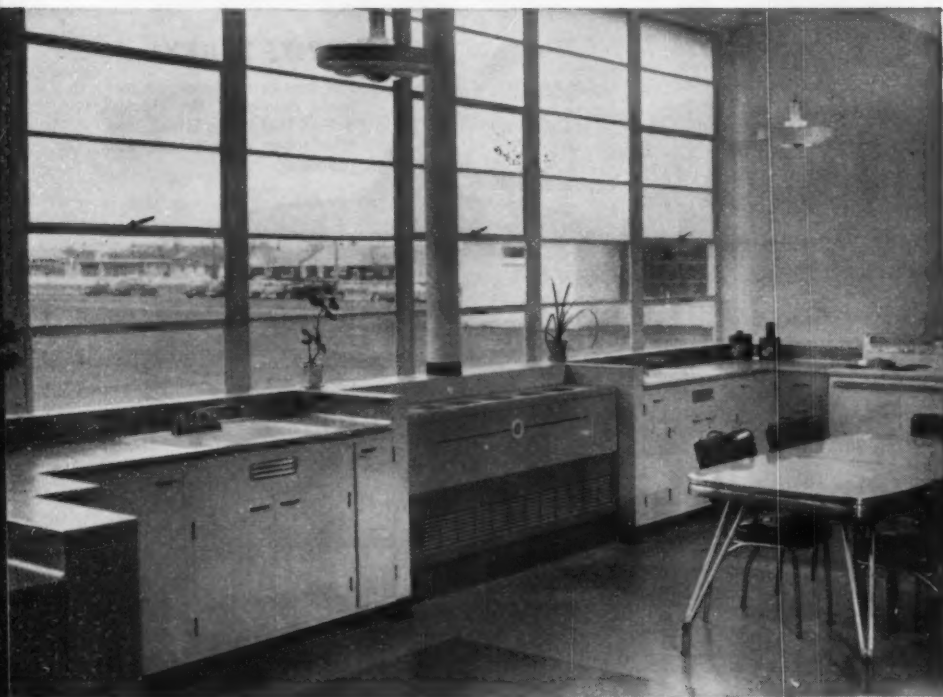
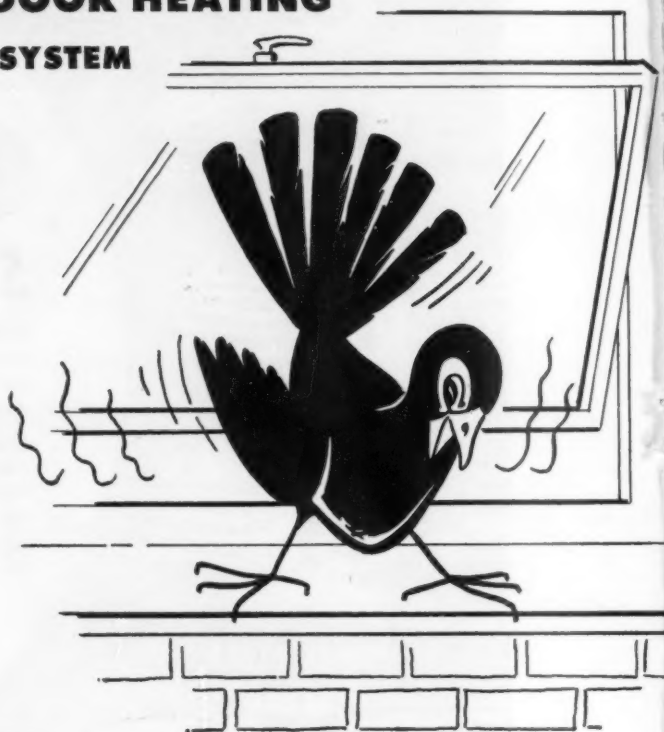
# OPEN WINDOWS *are*

**FUEL DOLLARS AREN'T WASTED ON OUTDOOR HEATING  
WHEN HERMAN NELSON DRAFT|STOP SYSTEM  
COOLS THE CLASSROOM.**

**N**O school can afford open window ventilation, if it counts the cost. Fuel dollars are wasted every day of the heating season. And, in addition to this needless extravagance, the problem of the overheated classroom remains unsolved.

Herman Nelson DRAFT|STOP eliminates both the waste and worries of overheating. In fact, the major function of this system during school hours is to cool rather than heat. As sun, lights and students add to the heat load, it goes to work, automatically introducing outdoor air in sufficient quantities to keep room temperature at comfort level. And, to complete the economy picture, Herman Nelson eliminates chilling window downdrafts without the use of heat.

Why pay a premium for open windows and overheated classrooms? All the comfort features of the Herman Nelson System are yours at a saving—a saving that starts with the first day of operation and continues through the years. For complete information, see our catalog in Sweet's Architectural File, or mail coupon on adjoining page.



**WASHINGTON.** They cook in comfort at Pasco Senior High School, Pasco, Wash. Note cavity wall construction which permits passage of lally column through outdoor air opening of the Unit Ventilator—another example of the flexibility in Herman Nelson design. Superintendent of Schools: Herman F. Jaeger; Architect: Victor Louis Wulff; Engineers: Kendall M. Wood & Associates.



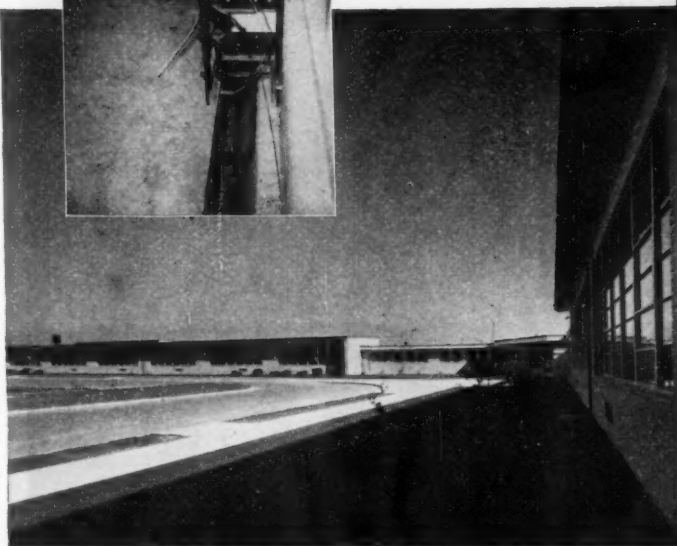
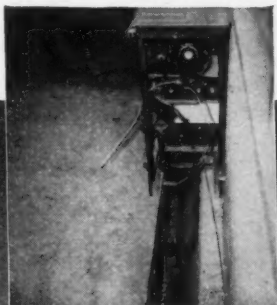
Provides  
**COOLING, HEATING  
VENTILATION, ODOR CONTROL  
DRAFT ELIMINATION**  
All at minimum cost

*herman nelson*  
UNIT VENTILATOR PRODUCTS

AMERICAN AIR FILTER COMPANY, INC.

SYSTEM OF  
CLASSROOM COOLING, HEATING AND VENTILATING

# "for the Birds"!



**MICHIGAN.** Long, low and handsome. Edmonson Elementary and Junior High School, Willow Run, Mich. Installation cost of Herman Nelson DRAFT|STOP System was materially reduced by laying piping on depressed slab in exposed perimeter trench (see inset), with unit ventilators and utility cabinets serving as cover. Superintendent of Schools: Albert C. Johnsen; Business Manager: A. A. Wiench; Architect and Engineer: W. T. Anicka; Mechanical Contractor: United Heat Engineering Co.

**TENNESSEE.** Strictly modern and modest in cost. The new C. T. Kirkpatrick School, Nashville, Tenn., featuring Herman Nelson DRAFT|STOP Unit Ventilators, was built at a cost of \$9.60 per square foot. Superintendent of Schools: W. A. Bass; Architects: Taylor & Crabtree; Engineers: I. C. Thomason & Associates.



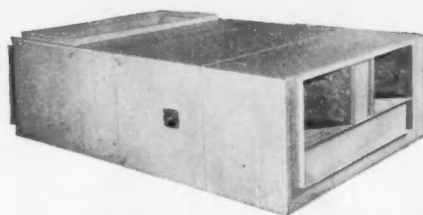
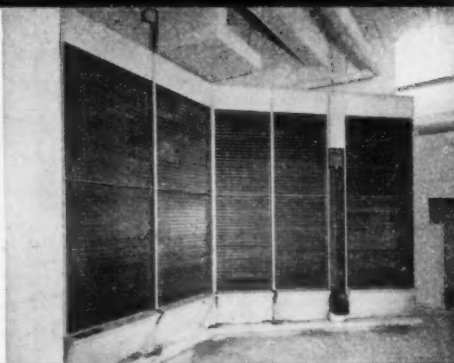
OTHER



SCHOOL PRODUCTS

## CLEAN AIR CUTS MAINTENANCE COSTS

AAF Multi-Duty Self Cleaning Filters assure clean air automatically for air conditioning system serving Berkeley (Calif.) High School auditorium.

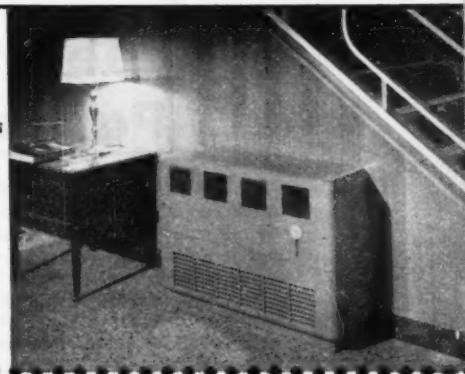


## A VENTILATING UNIT WITH THE "HUSH" BUILT-IN

Herman Nelson Auditorium Unit Ventilator, featuring the exclusive acoustical silencer for "whisper quiet" operation, is the answer to heating, cooling and ventilating multi-purpose rooms, cafeterias and other large space areas.

## SOLUTION TO SPOT HEATING PROBLEMS

Herman Nelson Console Heaters are ideal for heating entrances, corridors and other isolated spaces. Available in twelve attractive models for floor, wall, ceiling or inverted placement.



American Air Filter Co., Inc.  
Dept. AJ-4  
Louisville 8, Kentucky

I would appreciate receiving literature describing the following products:

- ☐ Classroom Unit Ventilators
- ☐ Multi-Duty Air Filters
- ☐ Console Heaters
- ☐ Auditorium Unit Ventilators

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_



Classroom and corridor of Heathcote School, Scarsdale, N.Y.  
 Architects and Engineers: Perkins & Will  
 General Contractor: Arthur D. Stolle-Deval Corporation  
 Acousti-Celotex Contractor: Jacobson & Company, New York City

## Pioneering School Planning Includes Pattern for QUIET Throughout

A milestone in school architecture, the Heathcote School of Scarsdale, N. Y., is a Citizens' Committee's dream come true: Little-schoolhouse atmosphere . . . ultra-modern facilities . . . rare economy. Small wonder, with its advanced design, that the architects selected Acousti-Celotex Sound Conditioning for every classroom and corridor of this unusual school. The resulting *quiet comfort* promotes better hearing, better study habits for young minds . . . checks disturbing clatter in halls and rooms . . . helps both students and teachers to progress.

**Low-Cost Answer**—A sound-absorbing ceiling of Acousti-Celotex Tile keeps noise levels of conversation, traffic, routine schoolday activity at a minimum. At Heathcote, ceilings of Acousti-Celotex Tile bring near-

perfect acoustics to auditorium, gymnasium, shops, art rooms, library, to all study and play areas.

**Easily Maintained**—Acousti-Celotex Tile is quickly installed in existing buildings or during new construction, requires no special maintenance thereafter. Of high sound-absorption value, it presents a beautiful surface that can be washed *repeatedly* and painted *repeatedly* without impairing its sound-absorbing efficiency.

**Mail Coupon Today** for a Sound Conditioning Survey Chart that will bring you a free analysis of the noise and acoustical problems in your school, plus a free factual booklet, "Sound Conditioning for Schools and Colleges." There is no obligation.

**ACOUSTI-CELOTEX**  
REGISTERED U. S. PAT. OFF.  
*Sound Conditioning*



Products for Every Sound Conditioning Problem—The Celotex Corporation, 120 S. LaSalle St., Chicago 3, Illinois. In Canada: Dominion Sound Equipments, Limited, Montreal, Quebec.

### —MAIL NOW!

The Celotex Corporation, Dept. AA-45  
 120 S. LaSalle St., Chicago 3, Illinois

Without cost or obligation, please send me the Acousti-Celotex Sound Conditioning Survey Chart, and your booklet, "Sound Conditioning for Schools and Colleges."

Name \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_





POWERS Type H THERMOSTATIC  
WATER MIXER

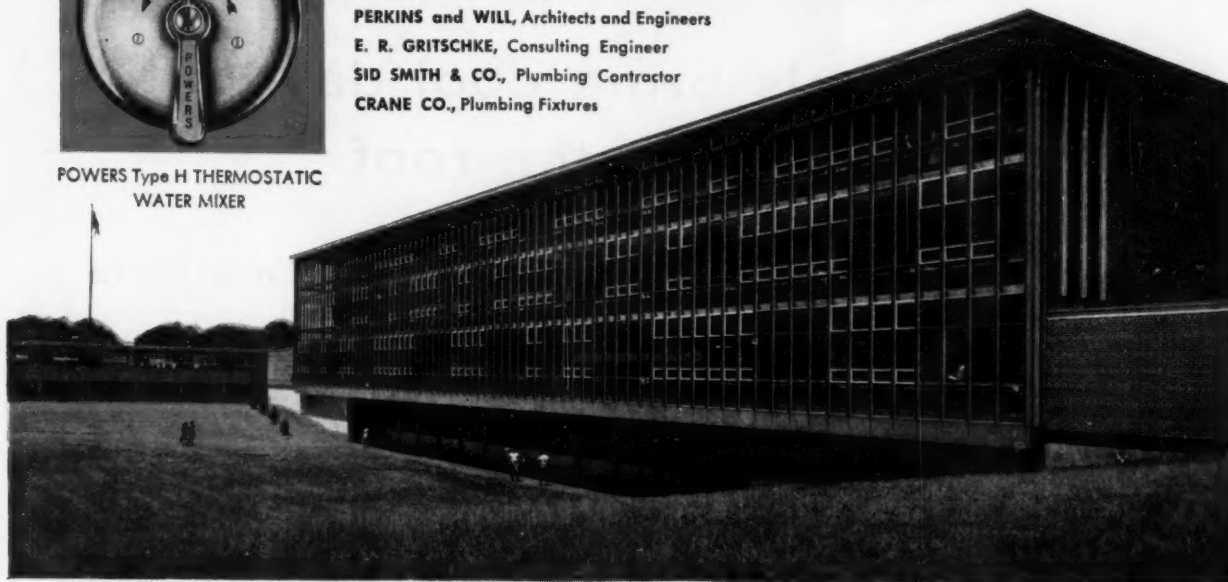
## SENIOR HIGH SCHOOL AND COMMUNITY COLLEGE, Keokuk, Iowa Another Prominent Powers Shower Mixer Installation

PERKINS and WILL, Architects and Engineers

E. R. GRITSCHKE, Consulting Engineer

SID SMITH & CO., Plumbing Contractor

CRANE CO., Plumbing Fixtures



## Why Showers in More and More Modern Buildings Are Regulated by

# POWERS

### Thermostatic WATER MIXERS

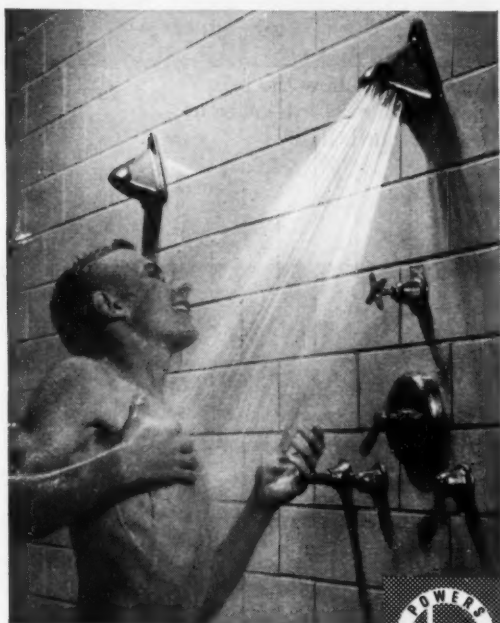
Bathers Always Get Safe, Comfortable Showers when temperature is thermostatically controlled by Powers. There's no danger of slipping and falling while trying to dodge an unexpected shot of cold or hot water.

Check these Modern Powers Features — that provide utmost safety, comfort and economy:

- ✓ Regardless of pressure or temperature changes in water supply lines . . . shower temperature remains constant wherever bather wants it
- ✓ Failure of cold water supply instantly and completely shuts off shower.
- ✓ No danger of scalding caused by "dead end" in hot water supply line. Powers mixers have a reliable **thermostatic safety limit of 115°F**. A sudden rise of 100° in hot water supply to mixer is barely noticeable by a bather in a Powers regulated shower.
- ✓ **Powers Mixers Save Water.** No time or water is wasted by bather having to get out from under shower due to fluctuating temperature. Water conservation makes them more economical.

**Consult Powers on Shower Planning.** For Engineering data on thermostatic control for all types of shower baths call your nearest Powers office or write us direct.

(b93)



Nothing is more relaxing and refreshing than a Powers thermostatically controlled shower. One shower accident can be costly in damaging publicity, personal injuries and time consuming lawsuits. Why not provide insurance against these risks? Specify and install Powers *thermostatic* mixers.

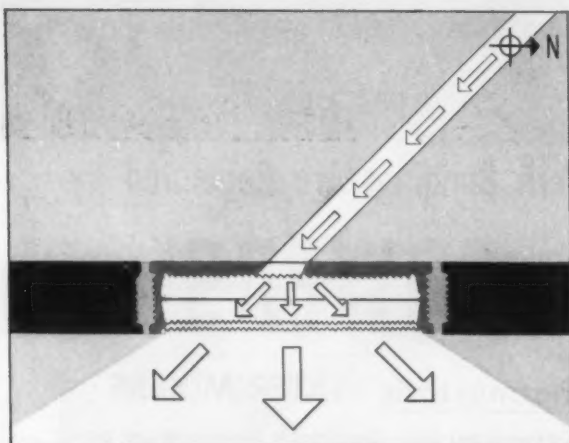
✓ **SERVICE Available in 60 Cities in the U.S.A., Canada and Mexico. See your Phone Book**

Established in 1891 • **THE POWERS REGULATOR COMPANY** • SKOKIE, ILLINOIS

## TESTED AND PROVED

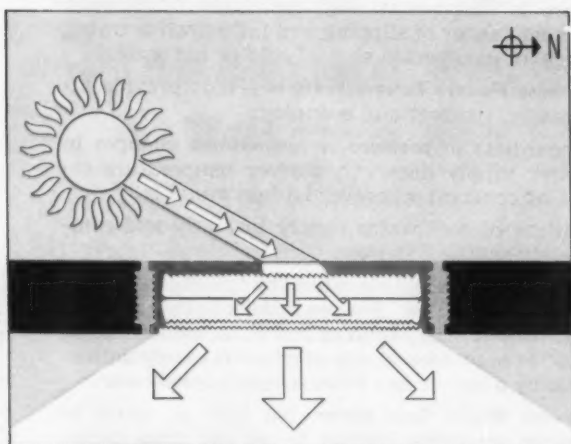
# Glass panels bring cool daylight in through the roof

Light-Selective Toplite Roof Panels transmit desirable  
light; reject hot, glaring sun



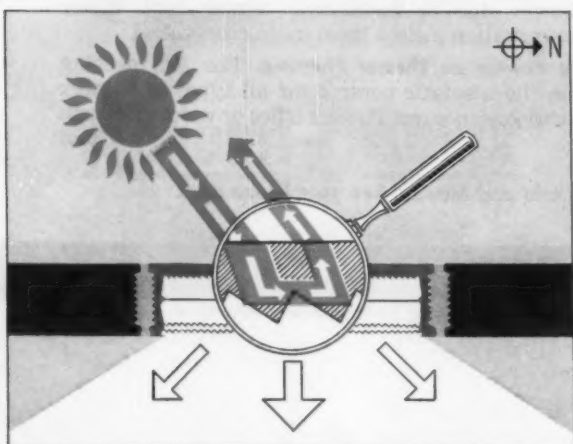
### Transmits north light

Maximum transmission of north light is a desirable quality in toplighting because of its uniformity and freedom from glare and solar heat. Note how the prism structure of Toplite affords efficient transmission of north light.



### Accepts winter sun

Since low winter sun is comparatively weak in relation to high summer sun as far as glare and solar heat are concerned, maximum transmission is again desirable. This illustration shows how Toplite accepts and transmits winter sunlight.



### Rejects summer sun

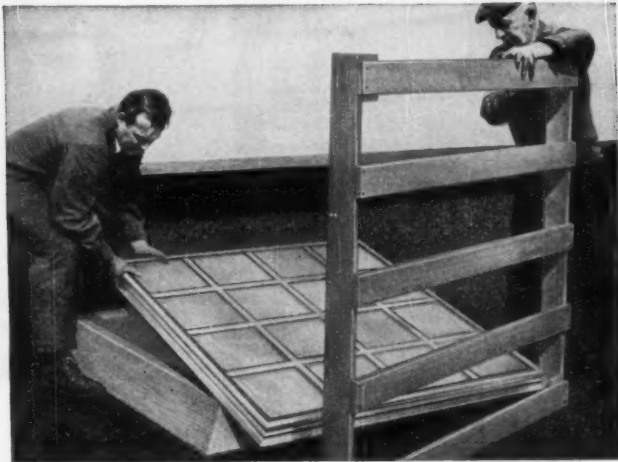
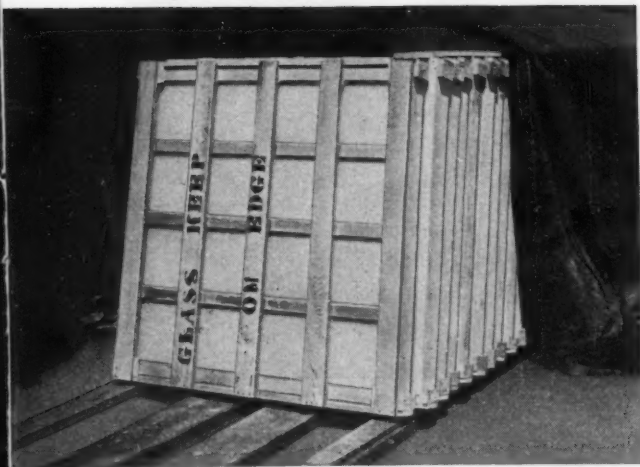
Other materials which transmit north light and low winter sun also transmit high percentages of light during the hot, summer months. Toplite rejects direct light and heat from hot, summer sun, but transmits much of the cool, north light.



**Toplite installation at  
Campus Elementary School  
New Jersey State  
Teachers College  
at Glassboro—  
Glassboro, New Jersey  
Dr. Thomas Robinson, President**

Toplite Panels may be installed in continuous strip, pattern, or in individual panels. Use a Toplite panel as you do a lighting fixture. They permit daylighting of all building areas regardless of location or distance from exterior walls.

Edwards and Green, Camden, N. J., Architects  
S. Levy & Company, Camden, N. J., General Contractor



### **Toplite Roof Panels are factory-fabricated . . . ready to install**

They are shipped in individual crates marked to show correct orientation and directional positioning; for speed and ease in installation. Panels arrive on job site ready to install. They are set on prepared curbs and anchored ready for flashing by the roofer.

### **Write for free booklet on Toplite Roof Panels**

The complete story of this great new advance in efficient utilization of free daylight is available in this new bulletin. For your free copy write today: Kimble Glass Company, subsidiary of Owens-Illinois, Dept. AS-4, Toledo 1, Ohio.

**TOPLITE ROOF PANELS**  
AN **®** PRODUCT

**OWENS-ILLINOIS**  
GENERAL OFFICES • TOLEDO 1, OHIO



# Coolite keeps brighter rooms Cooler

## THREE TYPES OF MISSISSIPPI GLASS SOLVE THREE SEPARATE PROBLEMS IN MODERN FLORIDA HIGH SCHOOL

Although solar heat can make interiors extremely uncomfortable, Coolite helps keep this Booker High School, Sarasota, Florida, both brighter and cooler. In this modern structure, three types of this amazing Mississippi, blue-green, translucent glass have been used.

Coolite, Heat Absorbing Glass, floods classrooms with softly tinted daylight for easier seeing without undue solar warmth to distract pupils. The brighter rooms seems larger, friendlier. Students see better, feel better, work better, under Coolite.

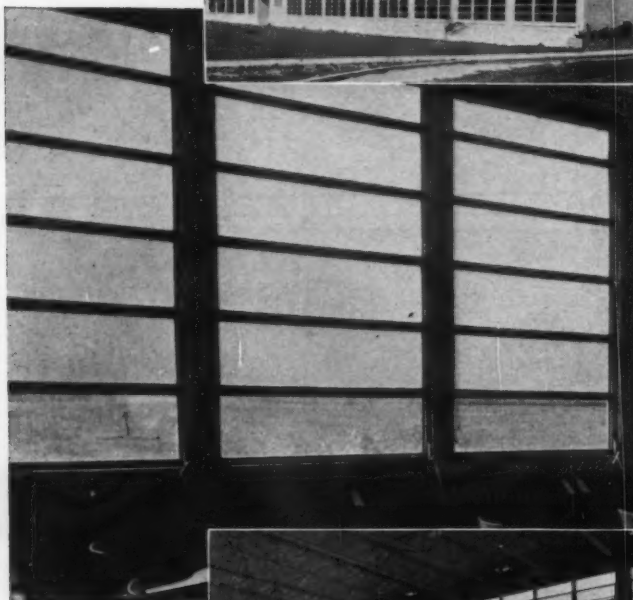
In those areas of the school where glare as well as heat presents a problem, Coolite Heat Absorbing and Glare Reducing Glass is used for greater daylight control and comfort.

Coolite, Heat Absorbing Wire Glass (Fire Retardant No. 32) is used in the gymnasium . . . provides maximum illumination . . . retards sun heat . . . helps bottle up fire. Polished Wire Glass is also used throughout the building in vulnerable locations for fire and breakage protection.

Consider Coolite for your new school. Give your classrooms greater comfort and "eye-easy" daylighting. Specify glass by Mississippi. Available in a wide variety of patterns and surface finishes for every need . . . every budget.



Architect: Sellw, Ryder &  
Gremli Associates, Sarasota, Florida.  
Contractor: Chester Mabry Construction Co.  
Tampa, Florida.



Glass installed by  
Ray's Paint & Mirror Co., Sarasota, Florida.

Write today for free catalog, "Better Daylighting For Schools". Address Dept. 14.



**MISSISSIPPI** *Glass* **COMPANY**

88 ANGELICA ST.  
NEW YORK • CHICAGO



SAINT LOUIS 7, MO.  
FULLERTON, CALIFORNIA

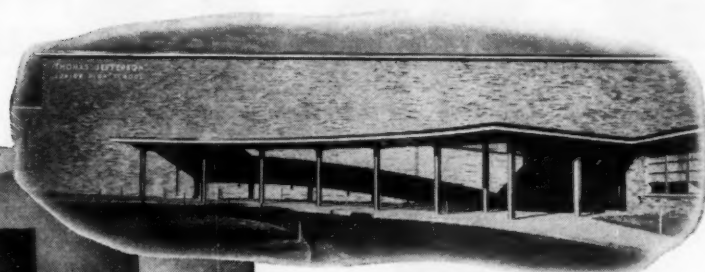
WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS

Adaptable, Economical



The ORIGINAL Tubular  
Steel School Furniture

## Extra Quality\* Heywood Furniture Throughout New, Low Cost THOMAS JEFFERSON JUNIOR HIGH



AUDITORIUM—with 785 seating capacity has Heywood's comfortable TC 705 chairs



SCIENCE LABORATORY—is equipped with Heywood's S 962 tables and all-purpose chairs



CLASSROOM—here again versatile S 962 tables and all-purpose chairs are used

When Dr. E. C. Grover, Superintendent of Schools, Fairlawn, New Jersey, planned the new Thomas Jefferson Junior High School, his limited budget had to be stretched to meet the needs of a rapidly growing school enrollment. Heywood-Wakefield Tubular Steel School Furniture's versatility, strength and exceptionally low maintenance cost met the exacting requirements . . . and was installed throughout this school and the new, modern Lyncrest Elementary School in Fairlawn, as well. Arthur Rigolo was the architect for both of these fine new schools, and installation of Heywood-Wakefield School Furniture was carried out with the assistance of M. J. Franz, representative of Heywood-Wakefield Company, One Park Ave., New York.

\*Some of the *Extra Quality* features you get in Heywood-Wakefield Tubular Steel School Furniture: all joints of welded steel; super-silent glide chairs; scientifically designed saddle seats; and patented lids that hold open and permit quiet closing. For further information on the *EXTRA QUALITY* features of Heywood School Furniture, write for free catalogue. Heywood-Wakefield, School Furniture Division, Menominee, Mich.; Gardner, Mass.



For "peace-of-mind"

transportation, choose a new Dodge school bus!

For many years, schools all over America have relied on Dodge "Job-Rated" school bus chassis for safe, dependable, low-cost school transportation. And with good reason.

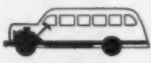
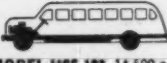
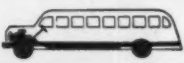
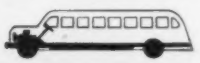
When you choose a Dodge you can be sure you're getting a chassis produced to the highest standards of quality by one of the world's oldest and most reputable motor vehicle manufacturers. You can be sure of a chassis that will meet the most exacting requirements of School Boards and Trustees. And, since

**Every Dodge school bus chassis is:**

- "Job-Rated" throughout . . . engine, frame, springs, clutch, axles, brakes . . . for safe, dependable, low-cost school bus service.
- Powered by one of the reliable Dodge thrifty 6's, or the outstanding new Dodge Power-Dome V-8—the most efficient engine design on the road!
- Easy handling, thanks to wide front treads and shock-resistant, easy-turning steering system. Dodge is the most maneuverable of all leading makes!

Dodge policy is one of constant improvement, new models soon forthcoming will continue to incorporate the newest and finest advances in school bus chassis design, construction, and engineering. Whenever you buy, your purchase of a Dodge is an investment in "peace-of-mind" school transportation at its best! See your dependable Dodge Truck dealer about your school bus needs. He'll be glad to solve your transportation problems, whatever they may be, any time you say.

## DODGE "Job-Rated" School Bus Chassis

<p><b>School Bus Chassis</b> for Bodies Accommodating 30, 36, 48, 54, and 60 Passengers</p>	 <p><b>MODEL F58-153</b> 10,500 and 12,000 lbs. G.V.W. For 30 and 36 pupils.</p>	 <p><b>MODEL H58-193</b>, 14,500 and 16,000 lbs. G.V.W. For 48 pupils. <b>H58-213</b>, 14,500, 16,000 and 17,000 lbs. G.V.W. For 54 pupils.</p>	 <p><b>MODEL J58-213</b> 16,000 and 17,500 lbs. G.V.W. For 54 pupils.</p>	 <p><b>MODEL R58-231</b> 17,500 and 20,000 lbs. G.V.W. For 60 pupils.</p>
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A Special Message  
to School Administrators

from ALBERT J. NESBITT  
President, John J. Nesbitt, Inc.

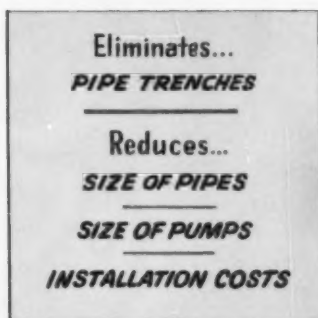
Let me  
show you  
how we can  
**reduce**  
**your school  
heating and  
ventilating costs**





**This latest Nesbitt contribution to  
schoolhouse heating and ventilating economy  
is the *Series Hot Water Wind-o-line System* . . .**

You've heard of many forward moves by our company in the past—culminating in Nesbitt Syncretizer with Wind-o-line. Now we present one of the most transforming innovations yet developed by Nesbitt engineers—the use of Wind-o-line Radiation in a *Series Hot Water System*—which permits the grouping of several classrooms (or an entire wing of a building) in separate circuits . . . in which the Wind-o-line is *the only supply and return piping required*. This ingenious method (applicable when forced hot water is the heating medium) is particularly designed to match today's trends in heating and construction. It provides improved individual room control of heating and ventilating; offers all weather protection against cold window downdraft; and at the same time saves many dollars of installation cost.



**Let's look at some of the  
savings that are possible with the  
*Nesbitt Series Wind-o-line System***

In the first place, you save the cost of pipe trenches (at \$8 to \$12 a foot) running around the perimeter of the building.

These are now unnecessary, because the Wind-o-line piping takes the place of the usual mains. In addition, you save the cost of these mains. Your piping problem is simplified. You cut pipe-covering costs by one-third to one-half (Wind-o-line piping needs no insulation). Furthermore, since the *Series Wind-o-line System* circulates 50% less water than most other systems, you use smaller pipes and pumps. Beyond all these savings, you save tremendously on installation labor. So much of the *Series Wind-o-line System* comes already fabricated, with fittings pre-assembled, that hook-up is amazingly fast. Finally, this one system provides its own overnight temperature protection. No additional investment for such protection is necessary.

**Besides saving you money,  
the *Series Wind-o-line System* increases  
classroom comfort and protection!**

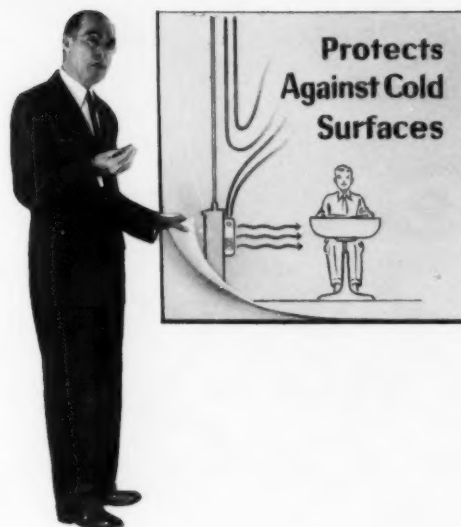
This system is ideally suited for modern classrooms with large banks of windows. In such rooms, and in those with cold exposed walls, perfect comfort for the occupants cannot be achieved simply by maintaining the optimum room temperature.

Downdraft from cold walls and windows and the radiant heat loss from occupants to cold surfaces are problems calling for special, separate handling.

Nesbitt Wind-o-line Radiation solves these problems logically and effectively by releasing a moderate gravity heat continuously along the window sill when outdoor temperatures make protection necessary. The air from the Wind-o-line mixes with and warms the downdraft, and diverts it upward over the heads of the occupants. Radiant heat from the Wind-o-line enclosure helps to offset the bodily heat loss to cold wall and window surfaces.

With the *Series Wind-o-line System*, water temperature is varied in accordance with outdoor temperature. As the outside temperature falls, the temperature of the water increases so that protection against the effects of window downdraft and cold surfaces is related directly to their intensity. In addition, individual room control of temperature and ventilation by the Syncretizer is greatly facilitated.

Without other investment in auxiliary convectors or special control equipment the gravity heating capacity of the *Series System* is more than sufficient to maintain satisfactory overnight classroom temperatures. This is a great boon to daytime comfort and a very considerable saving in equipment costs.



**Reduces**  
School Mechanical System  
Costs

**Nesbitt**  
**SERIES WIND-O-LINE SYSTEM**  
for Forced Hot Water Heating

**Increases**  
Classroom Comfort and  
Protection



In such brief space I can only sum up in this way: **You pay less, you get more, with the Nesbitt Wind-o-line Series Hot Water System.**

And now, I'd like to show you some other steps we have taken to increase the quality of our schoolhouse heating and ventilating equipment.

*Please see next page.*



Three more important ways  
in which we have  
**upgraded**

(at no extra cost to you)

**Nesbitt Schoolhouse Equipment**

**NEW HARDTOP for Nesbitt Storage Cabinets**

Durable laminated plastic resists cracking, chipping, and abrasion. Crayon and ink can be easily wiped off with a damp cloth. Available in five attractive colors, the plastic Hardtop adds new beauty to Nesbitt storage cabinet ensembles.

**NEW COLORS for Nesbitt Classroom Equipment**

Nesbitt Syncretizers, Storage Cabinets, wall-hung Wind-o-line and Sill-line Radiation are available in six beautiful new colors developed by Nesbitt especially for classroom use.

**NEW AIR INTAKE for Thin Wall Construction**

The new Nesbitt 2 $\frac{1}{8}$ "-deep wall box is designed for prefabricated wall construction, but has sufficient load-bearing strength to permit its use in masonry walls without a lintel. New vertical louvre design results in maximum elimination of air-borne water within this shallow depth.

**Thank you for your  
time and courtesy**

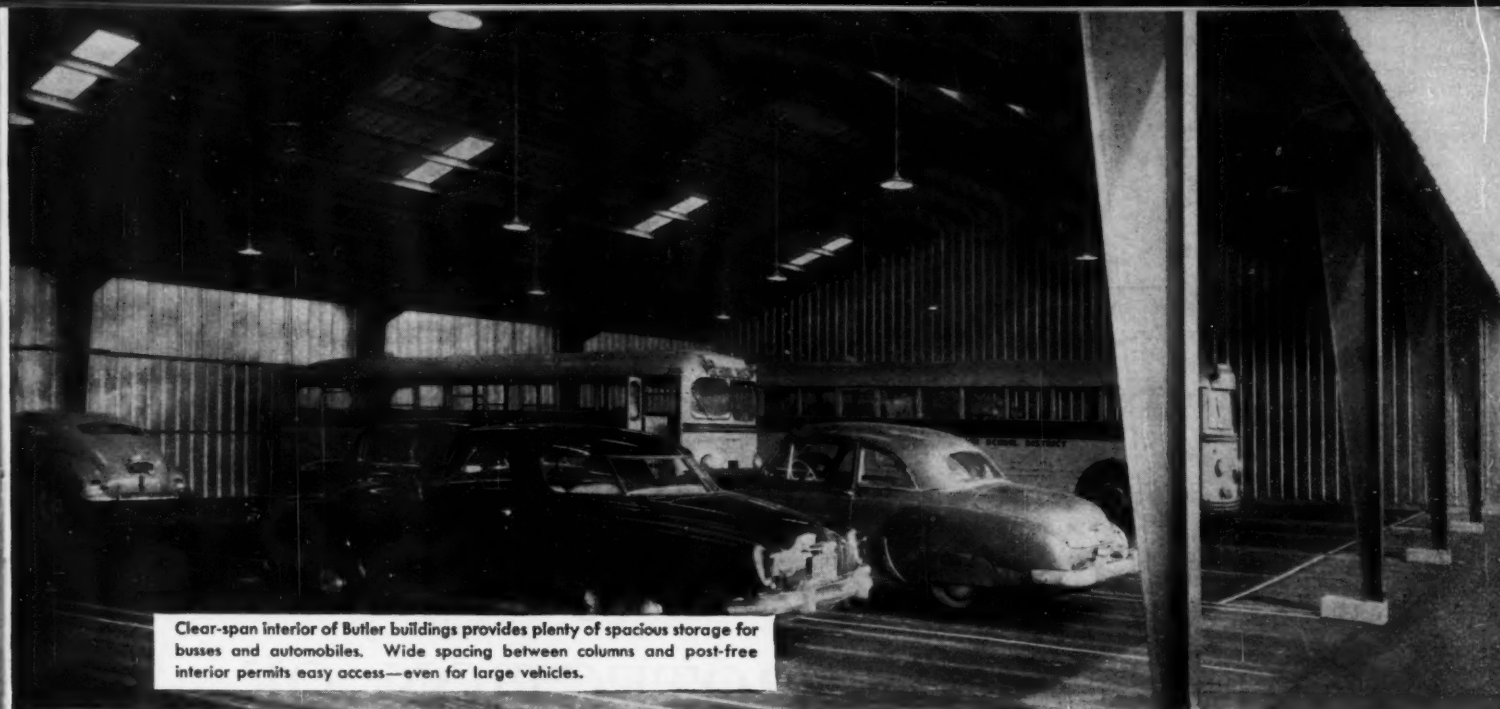
Naturally you are interested in getting more for your school-building dollar. Why not have a nearby Nesbitt or American Blower representative give you the complete story and answer your questions. Or, you may write to me direct.

ALBERT J. NESBITT

**Nesbitt**

*Made and Sold by John J. Nesbitt, Inc., Philadelphia 36, Pa.  
Sold also by American Blower Corporation*





Clear-span interior of Butler buildings provides plenty of spacious storage for busses and automobiles. Wide spacing between columns and post-free interior permits easy access—even for large vehicles.



Translucent Lite\*Panels in roof, supplemented by overhead fixtures, provide ample light for repair and maintenance area. All-steel, bolted construction makes building fire-safe, and easy to expand.



Carpenter shop has an abundance of space for power tools, work benches, storage. Watsonville school also uses Butler building as paint shop and furniture store room. All building units are 70 feet wide.

## "We solved 5 building problems with only one **BUTLER** steel building,"

*says Mr. L. L. Jones, Superintendent of Schools, Watsonville Public Schools, Watsonville, Calif.*

"Our one Butler building gives us bus storage, repair and maintenance space, a carpenter shop, a paint shop and a warehouse," says Mr. Jones. "We're typical of school districts everywhere these days—our needs outgrew our facilities. But Butler buildings gave us needed space quickly and inexpensively."

"Butler buildings filled the need perfectly. We built 16,000 square feet of space by putting together six 20-foot

and five 22-foot units. The building is strong, roomy and fire-safe. Maintenance is extremely low.

"Clear, unobstructed interiors let us make the best use of space. Translucent Lite\*Panels in the roof let in a flood of natural light during daylight hours that materially reduces lighting costs. I suggest that school boards investigate Butler buildings, as a fast, economical solution to pressing building problems" Mr. Jones states.

**Call your Butler dealer.** He'll show you the quality features which make Butler buildings profitable working tools for schools, business, industry. He'll show you Butler buildings at work in your area. Consult your telephone directory, or write for the name of your nearest Butler dealer.

**BUTLER BUTLER MANUFACTURING COMPANY**

Manufacturers of Oil Equipment • Steel Buildings  
Farm Equipment • Dry Cleaners Equipment • Special Products

Factories located at Kansas City, Mo. • Galesburg, Ill.  
Richmond, Calif. • Houston, Texas • Birmingham, Ala. • Minneapolis, Minn.

For prompt reply, address office nearest you:

**BUTLER MANUFACTURING COMPANY**

7311 East 13th Street, Kansas City 26, Missouri  
911A Sixth Avenue, S.E., Minneapolis 14, Minnesota  
1011 Avenue W, Ensley, Birmingham 8, Alabama  
Dept. 11A, Richmond, California

Please send me the name of my nearest Butler building dealer. Also more information on Butler buildings for school classrooms, auditoriums, workshops and garages.

Name \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_



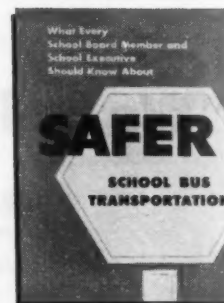
# Do They HAVE THE PROTECTION OF THE WORLD'S SAFEST BRAKES?

**Make it your responsibility  
to be sure they do!**

Insist that ALL new school buses be equipped with  
**BENDIX-WESTINGHOUSE AIR BRAKES**

**WHY AIR BRAKES?** The answer, of course, can be stated in one word—*safety*. Look at it this way. The greatest assurance of safety in school bus operation is a braking system powerful and dependable enough to meet any emergency. *Air Brakes* deliver more power, faster and surer than any other type of brakes available. Proof of this can be found in the fact that *virtually every commercial bus in the United States is Air Brake equipped*. Commercial bus operators can't take chances on passenger safety—they demand the world's safest power-to-stop!

**HOW TO GET THEM.** It's simple. First, if you are buying new buses and are asking for competitive bids, insist that *all* bids submitted include *Air Brake* equipment. This way, the buses you ultimately choose will come from the factory *Air Brake* equipped. Secondly, you can modernize your present buses with handy field conversion kits—there's one designed for every make and model bus. Just call your Bendix-Westinghouse Distributor and he will make all arrangements—you'll find him in the yellow pages of your telephone directory.



**WRITE FOR FREE  
INFORMATIVE BOOKLET**

Here's the complete story on how much *Air Brakes* can contribute to school bus safety. Write to the factory today.

THE BEST BRAKE IS AIR ... THE BEST AIR BRAKE IS

***Bendix-Westinghouse***

BENDIX-WESTINGHOUSE AUTOMOTIVE AIR BRAKE COMPANY

General Offices & Factory—Elyria, Ohio

Branches—Berkeley, California and Oklahoma City, Oklahoma



REG. U.S. PAT. OFF.



# INTERNATIONAL SCHOOLMASTERS take the honors in **comfort**



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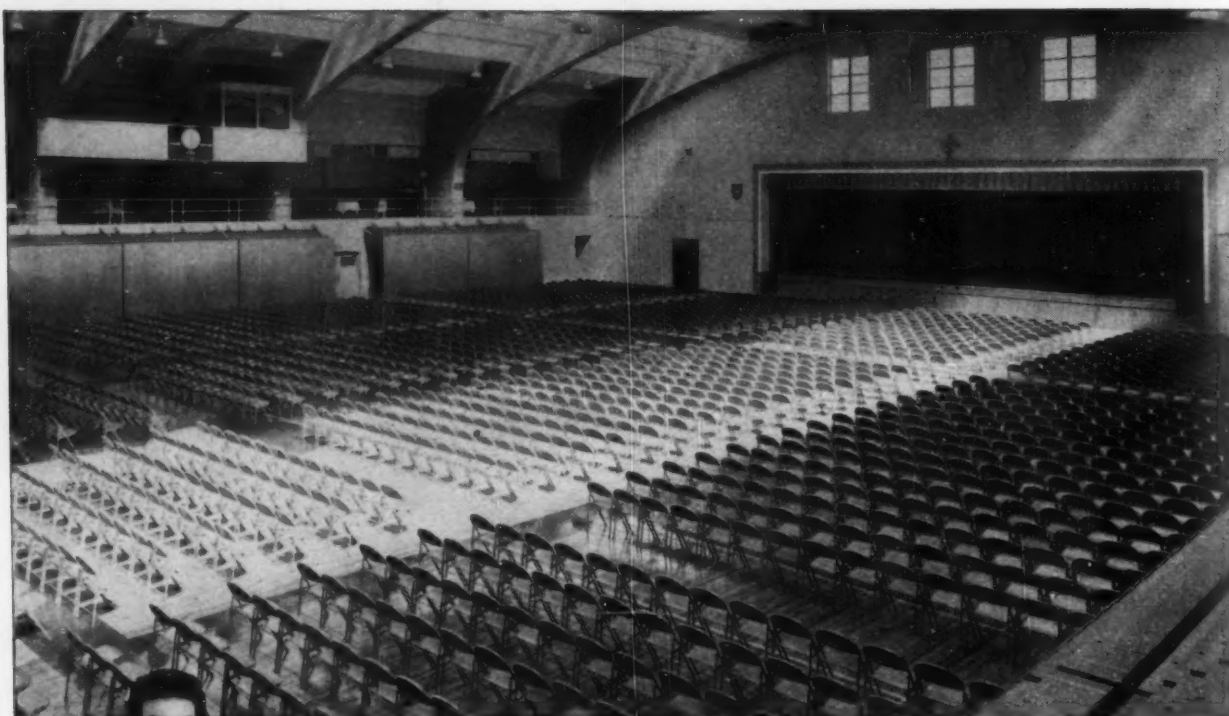


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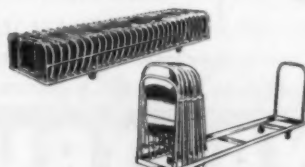
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- City and Zone \_\_\_\_\_ State \_\_\_\_\_
- Individual and title \_\_\_\_\_

situation is not going to be easy, for professional educators have permitted the false identification between even-

achieved, regardless of expense. This investigation should be a joint effort on the part of educational psychologists

equipped to provide the selection tools and techniques to implement the three groupings described above, and if spe-

A Plea for Quality —

## TIME FOR A CHANGE

CHARLES W. BURSCH, II

Supervisor of Testing and Guidance  
University of California  
Davis, Calif.

It is time for a change in our interpretation implications of free public education. The core philosophy of American idealism has long included free public education, and it is not my purpose here to question this basic idea, but to challenge its extension into what seems to me to be illogical and untenable areas. A study of history will show ample evidence of the relationship between an enlightened electorate and functioning democracy, but where is found the authority for any given age span for one hundred per cent compulsory school attendance? Even more, where is the authority for constantly moving up the upper limits of universal, public supported education? Fifty years ago — the grammar school for all. Twenty-five years ago — the high school for all. Soon — a college education for all, compulsory, at the taxpayers' expense. Where will it end? Unless we act quickly, the end is in sight, and from all reports by financial prophets, the best possible description is chaos.

Can there be any question about the need to evaluate education not only on the basis of quantity of participation, but also on quality of product? It is precisely here that we discover the rub. Our nation is dependent on the abilities of its citizen-leaders and citizen-participants, *not* on the number of people with high school diplomas. Did you ever try to teach someone who didn't

want to learn? Think back, and compare your results per unit of expended teacher energy, with results obtained with willing learners. The unwilling or unable learner is an expensive drain on educational resources, at a time when economy should be our watchword. Modern educational theory calls for the teacher to act, for the most part, as chairman of the learning situation. Now this is a challenging professional task and requires shared objectives among learners and teachers. Anyone who is a saboteur of group learning, either directly through antisocial activities or indirectly through exercising a monopoly on teacher time, is a danger to public education as we now understand it and the justification for his retention in school at public expense should be carefully examined. My thesis is that retention of nonlearners and scholastic saboteurs *cannot* be justified at the taxpayers' expense.

### Quality vs. Quantity

Public education must serve the state, but in a democracy this end is achieved through service to individual citizens, and it has yet to be demonstrated that universal student retention serves the individual learner in a fashion superior to a system involving selection. True, quantity is increased with universal retention; just look at your tax bills and building programs for all the proof

needed, but it is *quality* that concerns me. Concerns you *and* me, I hope. Quality I am willing and ready to pay for; quantity alone, no. America needs quality education if we are to carry out our leadership role in the world of today. This factor called quality is a product of the interaction, under appropriate conditions, of skilled teaching and active learning, and is a worthy goal both for schools and governments. We seem to be dealing with a paradox. In a system predicated on individual differences, how can we claim that everyone will profit from exposure to a learning situation during all of the formative years? More particularly, how can we claim that everyone can profit from the group type of learning situations provided under public education? With each added year of universal retention, cost of instruction rises, range of achievement increases, and learning and teaching become more difficult and less efficient. With a surging birth rate we cannot hope to avoid expansion problems, but there is no cause to accept the buffeting of fate without attempt at control. Educators work against their major responsibility when they do not resist mixing of active learners, with nonlearners and scholastic saboteurs. Mr. Average American, the taxpayer, should also speak out for selection. His pocketbook has proved to him that schools are expensive to build, and expensive to maintain; he should profit from his learnings in these matters, and insist that spoilers be eliminated as a menace to the efficient use of his investment. Quality is his goal also, if he stops to think the matter through.

The working out of this problem



situation is not going to be easy, for professional educators have permitted the false identification between quantity and quality in education to become an habitual part of uncritical thinking about American democracy. If we do not reach a solution soon, fierce competition for the tax dollar may force the loss of educational practices of *real* value, because of the mistaken defense of an illusion. For my part I see a way out through proper use of techniques from educational psychology; not the only way I am sure, but a sound, scientific way. Let us as educators accept scientific leadership, and work for its acceptance by the public.

#### Where Place Break?

The first step should be an investigation to determine how *low* compulsory, one hundred per cent retention, free public education can be placed in terms of grade level, and still permit the schools to attain their goal of training for active support of our government by an enlightened citizenry. Up to this grade level, let us continue our present policy of active effort in keeping all children in school, with penalties for nonattendance. The obligation falls on the schools, to pursue their assigned task until the minimum learnings are

achieved, regardless of expense. This investigation should be a joint effort on the part of educational psychologists and political scientists.

Our second step should shift the burden of proof to the scholar at three levels: (1) We need trained leaders in our democracy too, so active encouragement should be given to those students who are able to demonstrate outstanding interest and capacity. This encouragement should make free education really free. (2) Those students demonstrating a minimum amount of interest and capacity should be provided education above the compulsory grade level, at cost. And (3) those students whose interest or achievement is deemed unsatisfactory, and who are eliminated at the compulsory grade level, should be provided with regular opportunity to demonstrate, should they so desire, that they are now qualified for public education. These procedures would eliminate the farce of trying to teach, at public expense, those who do not want to learn. With the idea of screening once adopted, the flow of students is brought under direct administrative control for the first time in recent educational history, and thus can be adjusted to financial and building realities; a worthy and needed objective. Educational psychology is

equipped to provide the selection tools and techniques to implement the three groupings described above, and if special problems arise, special tools can and will be developed. The selection experiences of the Armed Services show the value of a scientific approach to large-sized man-power problems.

Third, adult education, at cost, should be expanded to fill the needs of older learners. Every educator is aware of the danger of eliminating late starters because of arbitrary regulations, and any change in educational custom should protect their interests. However, much can be accomplished, even with less able learners, when instruction is given to fill a felt need at the point of greatest immediate concern, and this implies adult education.

#### Time for a Change

To summarize: Selection of students above a given minimum level is not undemocratic, because democracy must have efficient education to survive, and selection is needed now to protect really basic educational practices from the onslaughts of rising birth rates and building costs. We must act, or the initiative will be taken out of the professional's hands. It is time for a change.

#### Practical Aspects of —

## The Schools and Civil Defense Evacuation

JAMES M. RIDGWAY, Ph.D.

Chairman of Department of Education  
Carroll College  
Waukesha, Wis.

While the surest protection against the H-bomb is to be where the bomb is not, it must be recognized that evacuation programs disrupt family life and normal patterns of community living. So far as school administration is concerned, the history of modern evacuations indicates that school staffs have been fundamental agents in the programs. Evacuation under war conditions has broad implications for all areas of school administration: staffing, pupil accounting, financing, plant, supply, and program.<sup>1</sup>

#### Recent History of Evacuation

England gave evacuation a full trial as a protective measure in World War II. The largest evacuation took place September 1-4, 1939, when 607,635 children and adults were removed from London. In all the United Kingdom during September, the British railroads<sup>2</sup> alone moved 1,334,358 evacuees. At this time evacuation of children was largely by school classes accompanied by teachers. Then followed the period of the "phoney" war and half the evacuees returned to their homes. How-

ever, London schools were closed and their staffs scattered. Many school buildings had been commandeered for other purposes. Schools available with adequate shelters were reopened to older students on a permissive basis.

Another major movement occurred at the time of Dunkirk and the German breakthrough into France. This evacuation received about half the response of the first. The third major British evacuation came late in the war and was prompted by the German use of V-bombs.

Significant things about the British experience were: (1) evacuation was elective; (2) theoretically, a child could have been away from home for seven years; (3) thanks to the elective nature of the plan, the large number of "unofficial" evacuees, and the placing of more emphasis on getting people out than on how to

accommodate them in reception areas caused confusion, weakened the entire program, and made school management most difficult.

Evacuation in Germany was complicated by Nazi doctrine, visions of victory, and a deteriorating war situation.<sup>3</sup> By August, 1943, the Extended Children's Evacuation Program, which was a branch of the National Socialist People's Welfare Organization, had evacuated 300,000 children from German cities. Facilities for caring for these children suffered from dual control. School officials and teachers had responsibility for classroom work only, while the rest of the pupils' time and all other matters, including discipline, were controlled by a representative of the Hitler Youth, usually a lad of 15 to 18 years old.

Further, at the outset of the war, victory seemed certain. Official thinking at the time held that people inconvenienced by the war should be evacuated to the most beautiful parts of Germany and occupied countries. Consequently, distant reception areas were used in many cases, which increased the difficulty of transportation and communication.

Many parents resisted evacuation to keep their children from Hitler Youth influence. As the war situation tightened, there were fewer places to receive people and by the spring of 1944 evacuation was on an improvised basis. By that date, too, most organized education had stopped in the heavily bombed cities. While the German plan was functioning, an effort was made to evacuate classes with their teachers. If a class was evacuated, the teacher had no choice but to go with it. If a whole school was moved, the headmaster or assistant headmaster went with it.

In studying the effects of bombing on Japan, the U. S. Strategic Bombing Survey credited the evacuation of school children from Tokyo with saving 28,000 lives.<sup>4</sup> This figure was derived from projecting civilian casualty rates into the evacuated school population. The survey had words of praise for the Japanese plan. Children were evacuated by and with their teachers. Compliance and administration were facilitated by a decree from the Emperor—which seems to have been final at the time.

### Evacuation Planning in the United States

In the United States during World War II evacuation was generally considered a measure of last resort. On the federal level the Office of Civilian Defense (OCD) did not issue its manual on the matter until 1943. Late in 1941 or early in 1942 the OCD and the Office of Defense Health and Welfare Services set up a Joint Committee on the Health and Welfare Aspects of Evacuation of Civilians. The committee recommended establishment of a Federal Evacuation Authority, but the idea was vetoed by James M. Landis and Paul V.

McNutt, then head of the OCD and Federal Security Administration (FSA) respectively. The joint committee then issued publications to stimulate state planning on evacuation.

The committee published its most detailed directions in 1943.<sup>5</sup> The plan held that most evacuees would be children and proposed to move them in school groups accompanied by teachers. It was suggested



that registration areas be coterminous with elementary school districts and that registration be carried on by teachers and volunteer workers in the districts.

On the receiving end, the committee recommended that billeting be handled by the local departments of public welfare, assisted by health and education authorities. It was recommended that evacuation parties be kept intact in a single reception area. Elementary children, according to this manual, could be housed in private homes, but it was suggested that high school youths might be happier in groups of their peers.

For purposes of precedent, it should be said that an early publication<sup>6</sup> of the committee said the Federal Government would assume "primary responsibility for financing the evacuation program." However, the major manual did not specify, either as to area or amount, what funds might be available to support the program. Another publication<sup>7</sup> indicated that evacuation grants would have come from the FSA and that state and local units would have been expected to maintain their usual level of expenditures for education, health, and welfare. (As a passing nightmare, one may wonder, in view of the extensiveness of property damage in H-bomb blasts, what may happen to school financial plans based on property taxes in case of attack.) Federal interest in evacuation seems to have ended in February, 1943, when the FSA limited funds for evacuation planning and the OCD instructed states to carry on with their own funds.<sup>8</sup>

On the state level, evacuation planning began as early as 1941. California, Connecticut, Massachusetts, Mississippi, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, and Rhode Island developed plans of varying scope that have come to the writer's attention. A review of these plans shows the following. (1) Many of the states were expecting, or looking for, direction from military authorities. (2) All these states had school teachers and sys-

tems involved in their plans. (3) All states gave school children priority as evacuees. (4) Most states were more interested in the mechanics of transportation and classification than they were in adjustment of evacuees to reception area conditions.

On the basis of comments made on evacuation in the United States since the close of World War II, one hesitates to predict what measures might be adopted in an emergency. The U. S. Strategic Bombing Survey<sup>9</sup> favored evacuation as a part of a civil protection program. The War Department's Civil Defense Board, reporting in 1948, placed evacuation tenth on a list of governmental responsibilities in civil defense and urged reduction of urban vulnerability by the dispersion of industry. The Hopley report made a considerable point of evacuation and recommended that school children up to the age of 16 be moved. *United States Civil Defense*, a basic manual<sup>10</sup> published in 1950, said: "Because of its disruptive effect upon . . . communities and upon the morale of people, evacuation before attack should be considered only after all other means of insuring mass safety have been evaluated." If there had to be evacuation, this publication placed school children, aged 6 to 15 inclusive, in the first category. In 1951 the Federal Civil Defense Administration (FCDA) issued a pamphlet<sup>11</sup> on school protection. No consideration was given to evacuation in this work, other than on leaving a building as in a fire drill.

After development of the H-bomb and discovery that Russia could produce this type of weapon too, official thinking on evacuation changed rapidly. In 1952 the East River study<sup>12</sup> recommended that "federal, state and local governments begin immediately to develop co-ordinated evacuation plans which could be put into effect without delay in event of an emergency. . . ." This report placed school children, ages 6 to 14 inclusive, accompanied by an adult, in the first class of evacuees. However, little detail was given on how schools might function in the program.

Within the past year, Val Peterson, head of the FCDA, has advocated immediate dispersion on warning by people walking to the outskirts of threatened areas.<sup>13</sup> On the local level Frank P. Zeidler, Mayor of Milwaukee, has proposed an "unclassified" evacuation.<sup>14</sup> So things stand at this writing.

### Basic Questions

It is now appropriate, when evacuation is gaining the attention of government at all levels, to raise certain questions and issues. Obviously an evacuation of any size involves social, political, and administrative problems of the first magnitude. Keeping in mind the facts that as much industry as possible must be kept going and that people tend to cling to the known rather than risk the unknown, the following ques-



tions need answers in evacuation planning: Who shall be evacuated? Must people go? When shall they go? How should a typical people—the senile, the crippled, the dull, the criminal, and the sick—be handled? How shall evacuees travel? Who will care for them in transit? Should people be permitted to make their own arrangements? Who will receive them? Must evacuees be received? Who will look after their vital necessities—food, shelter, clothing? Who will pay the bill? How are the atypical people to be cared for? What happens if evacuees become ill? How long shall they stay? Must evacuees travel? How is contact maintained between the new home and old? What are evacuees to do in the reception areas? How are they to be returned? Who has responsibility for the evacuees at each stage of the process?

### Practical Considerations

While not making any attempt to give specific answers to the questions just raised, it is proper to discuss some practical matters which the recent history of civilian evacuations indicates are of major concern to educators. It must be recognized, first, that evacuation is based on land classification. In the past the classifying has been done either by military authorities or upon their advice. To give stability to the basic factor in planning, the classification of areas must be realistic in terms of dangerous potentialities and complete in the first instance. Areas called dangerous should be dangerous. They should also be drawn broadly enough to allow for increased destructive power of known weapons in the foreseeable future. Similarly, aside from pure accidents of war, reception areas should be safe beyond debate. Once areas are designated, military and industrial activities which might draw attack should be barred from safe areas and thus bring their classification into question.

Making wise use of the space available to it, the evacuation plan in the United States might well place a large buffer zone of land between dangerous areas and reception areas to which children are sent. This zone would serve three purposes: (1) It would serve as an expansion factor to accommodate increased destructive power in weapons. (2) It would discourage unofficial movement back to danger areas. (3) If matters became catastrophic in danger areas, the remaining people in them could be moved into the buffer zone without overrunning and saturating the available facilities.

### Money Problems

It is axiomatic that money talks. No amount of pamphleteering will produce workable evacuation plans until answers to the dollar questions are indicated. Since the events of World War II as related to the United States neither showed the complexity of the financial issues related to

## LIBERTY UNDER LAW

Here in the United States of America we have been weaving a fabric of national life which is coming to have a discernible pattern of its own. Into this fabric have been woven threads representing the gifts of millions of our people who have brought from many lands beyond the seas their rich heritages of Old World culture and tradition. And these threads of varied color have been woven with a weft which is strong and secure, a devotion to *liberty under the law* which, more than anything else, represents the essence of our Anglo-Saxon inheritance. — JAMES P. ADAMS.

evacuation, nor established precedents for their handling, and since the source and control of a large part of school revenue comes from state and local units, it seems wise for state departments of education to review financial structures in terms of potential emergency situations in their states and to prepare legislation which will meet the conditions. While such legislation may have little chance to pass at the moment, its existence may be something of a safeguard and its preparation may enable some necessary planning to be done on state and local levels.

It seems fair to observe, on the basis of British experience in inter-unit financial dealings and on the basis of what did not happen in this country, that planning and preliminary action in protective measures for school children will progress better provided financial channels and relationships are marked at the outset. Large sums are not needed for planning purposes, but it is foolish to expect much effort unless it is known how expenses are to be met. With a general financial plan unknown, officials charged with the protection of school populations must prepare many plans, one to meet all combinations of possible resources and take into account that many parts of the proposed plans may not receive support in final legislation on any level. It is hardly fair to call such a procedure planning.

For effective planning, keeping in mind that evacuation is but a part of a total protective picture, the sources and potentialities of the following basic funds should be known: protective construction and alterations, including shelters; protective training equipment and supplies for staffs and pupils; protective equipment and supplies, including warning systems, identification, and stocks of materials needed to fight fires, rescue people, and to give them first aid; evacuation, including all transportation, health, and welfare aspects; a compensating fund for educational costs increased beyond normal as a result of war; above-normal administrative costs caused by evacuation; and reconstruction costs.

### Staff a Protective Device

In regard to staff, school managers may well recast their concept of the qualities

of a good teacher, if evacuation becomes a major protective device. Under evacuation, teachers not only have to handle routine school duties, but also care for children in all their needs, sometimes on a 24-hour basis. The nature of evacuation puts a premium on poise, stability, tact, originality, resourcefulness, adaptability, and understanding of children.

Evacuation also implies a need for strengthening guidance and medical staffs. Successful billeting of children in private homes in reception areas requires considerable pertinent personal information about each child, and existing staffs are probably too small to handle the volume of work required. Sufficient medical personnel should be available to give more than a cursory inspection to each evacuee. Since most school personnel works under contract, it may be wise to revise forms to cover the evacuation situation. Teaching staffs need to be alerted on the implications of evacuation to their personal affairs.

School systems in danger areas which maintain units for exceptional children should make it a point to secure residential locations for such pupils as cannot be billeted in private homes. All-weather resorts and camps offer some possibilities.

### Camps Suggested

In spite of financial and, possibly, legal concerns, the writer recommends that each elementary school, or perhaps a combination of elementary schools, in a target area develop a permanent, all-weather camp capable of handling about two thirds of the total enrollment at one time. Part of the school's normal program could be carried on in it and, when a crisis arose, pupils not moved privately could be evacuated to the camp with a minimum of change to them or to their families. If adults in the district were to use the camp, too, facilities would have to be more elaborate. Establishment of a camp in addition to strengthening regular school offering might also be helpful in relieving population pressure on existing facilities and in providing year-round training for pupils.

A point to remember about evacuation is that school administrations cannot escape involvement in the program. Every school official, no matter where he is located, should be concerned with the plans that are formed. The educational opportunity and the physical safety of a generation of children are at stake in the program. The record indicates that schools will get a large part of the evacuation job sooner or later. Hesitation may make children dependent upon hasty, ineffective action. By waiting on this matter of evacuation, school administrators may miss their best opportunity to keep the whole child whole.

### OFFICIAL SOURCE MATERIAL

U. S. Children's Bureau, *Civil Defense Measures for the Protection of Children* (Bureau Publication)  
(Concluded on page 98)



# Organized Community Visits by Teachers

ROBERT F. FLAHIVE

Curriculum Research  
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Milwaukee, Wis.

This is an article that had to be written! Although the event described herein happened nearly a year ago, it taught us lessons which won't be forgotten for a long, long time. We'd like to share what we've learned with you.

Who are we? Teachers of the Milwaukee public schools. What was the event that proved to be so educational? Our annual spring Institute of last May 6, sponsored by the Board of School Directors. What were the lessons we learned? Well, there were many—one of the most significant being how to get the most out of a community visitation program for teachers.

## Aims Determined

In our planning, careful consideration was given to the resources at hand, the persons who were to be involved, and the reasons for embarking upon such a venture. The last item was of particular concern to us. We asked ourselves, "Why study our community?"

It was decided early that one factor alone was to serve as the determinant of the objectives and organization of our field trips to community resources. That factor was the *curriculum*. Hence, we were seeking more than just increased knowledge about life and work in our community. We were interested as well in the direct, practical application of what we teach to the social and economic life of modern Milwaukee and vice versa.

## Theme Stated

After some discussion, the Institute planning committee of teachers and principals decided upon the purposes for the kind of program they had in mind. Because it symbolized these objectives, the theme, "We Live and Work in Milwaukee," was adopted.

The objectives of the Institute were defined as follows:

1. To give teachers a better understanding of Milwaukee's governmental, welfare, cultural, commercial, and industrial resources and the interdependency which exists between them.

2. To permit teachers to view the "be-

hind the scenes" organization and operation of governmental agencies, commercial establishments, and manufacturing plants.

3. To inform teachers of the goods sold, services rendered, and products made in Milwaukee.

4. To acquaint teachers with the work done by their fellow Milwaukeeans and former students.

5. To reveal to teachers the occupational opportunities in Milwaukee which await the children in their charge.

6. To indicate to teachers the required skills, necessary knowledge, essential understandings, and desirable attitudes needed for social, economic, and occupational efficiency.

7. To enable teachers to gain a deeper appreciation of the direct application of the curriculum to many aspects of community living.

8. To keep teachers abreast with the latest developments in their fields of special interest which have resulted from recent inventions and research as well as sociological and technological changes.

## Problems Faced

Having figured out what it wanted to do, the committee next faced the problem of deciding upon how it was to be done. This was no little task! Committee members had to begin thinking in terms of overwhelmingly large numbers, for they intended to help teachers study one of America's larger cities in an orderly fashion.

Metropolitan Milwaukee, as you know, covers 239 square miles and has an estimated population of 920,000. There are 2000 manufacturing establishments and many hundreds of stores and offices here. And there are over 2500 professionals on the staff of the city's school system!

## Steps Taken

Having surveyed lists of local commercial establishments, manufacturing plants, cultural centers, and governmental and welfare agencies, the committee selected 350 com-



A group of teachers watching a mechanic at the Allis-Chalmers Mfg. Co. operate a lathe in the tractor shop.



A tour through Milwaukee City Hall provided a close-up of city government in motion.

munity resources whose size and operations would enable them to sponsor a visitation which would prove both educational and interesting to teachers. Superintendent Harold S. Vincent then sent letters to these agencies, inviting them to participate in our Institute.

Enclosed with each letter was a questionnaire designed to procure information about the kind of program the agency could offer, its relationship to the curriculum, the number of teachers who could be accommodated, and the agency representative to be contacted.

#### Responses and Arrangements

Two hundred responses were received. Fifty declined the invitation, and another ten advised against using their facilities due to safety hazards or remodeling activities. The remaining 140 agency replies had to be processed in several ways.

First, each received a letter of acknowledgment from the superintendent. Then, the letters and questionnaires were analyzed and the programs outlined therein were collated according to subject matter areas.

As a result of this screening, a selection

of 200 special programs was offered to teachers and principals when they registered. The following are typical program titles: "Arithmetic and Life Insurance," "Contributions a Hospital Makes to Its Community," "The Economics of Air Transportation," "The Application of Art Principles to Advertising," "Foreign Language in Export and Foreign Trade Operations," "A Realistic Approach to Drafting," and "Observation of Application of Music Therapy to Mental Patients."

Teachers' registration cards were processed in the order received by the Curriculum Department. After assignments were made, programs at ten agencies had to be canceled for lack of registrants. A personal letter of explanation was sent to each by the superintendent.

Those agencies which remained were contacted by teachers and principals who were enlisted by the Institute committee to serve as hosts and hostesses. These representatives of the school system helped to plan the special programs and distributed the registration-evaluation cards at the time of the tours.

#### Goal Achieved

A statistical analysis of final registration and attendance reports revealed a well-balanced utilization of community resources entirely in keeping with the objectives of the Institute. In all, the staff participated in 180 special programs sponsored by 130 community agencies. (One group of teachers who chose not to take a field trip met

Subject	No. of Programs	Per Cent of Staff
1. Art	10	6.4
2. Commercial Studies	14	3.9
3. Guidance	10	6.4
4. Health — Safety	10	6.5
5. Home Economics	6	2.9
6. Industrial Arts	20	4.5
7. Language Arts — Library	14	13.3
8. Mathematics	12	5.8
9. Music	1	1.2
10. Science — Conservation	23	7.3
11. Social Studies	53	32.7
12. Other — Special	6	5.5
Administration		
Audio-Visual Aids		
Child Welfare		
Foreign Languages		
13. Girls' Trade & Technical High School	1	3.6
	180	100.0

for a special program at one of the high schools.)

The findings show that about one half of the staff visited business and industrial firms. One fourth of the teachers toured governmental offices and cultural centers, while one eighth went to health and welfare agencies. The remaining one eighth viewed the facilities of local transportation, communication, and utilities companies. Groups ranged in size from three to two hundred.

We might say that Milwaukee's teachers participated — on land, at sea, and in the air — in some educational programs that were unusual as well as worth while. Among the unique experiences had by some staff members interested in transportation were



The local public library — an important cultural center — is an example of just one co-operating agency in the visitation program. Here teachers look over recent book acquisitions with a member of the children's department.

a "behind-the-wheel bus-driving lesson, an enlightening boat cruise around the local harbor, and a bird's-eye view of the city from an airplane."

### Statistics Quoted

Allowing for such shortcomings as the freedom of teachers to choose any program which seemed valuable to them and physical limitations imposed by the number of guests invited by individual agencies, the table on page 32 shows the breadth of the day's activities as they were related to classroom subjects.

### Lessons Learned

Besides the wealth of knowledge and understanding which accrued to the teachers as a result of this experience, several other valuable lessons were learned. First, the curricular relationships provide a workable framework within which community visitations should be planned.

Second, any community — no matter how large or small — offers a rich field for useful investigations of the excursion type. Teachers appreciate an opportunity to discover and explore previously unknown resources. They like to learn about new and different kinds of work. Third, films, books, statistical studies, and other reports lack the extra dimension firsthand observation and discussion provide.

Finally, while not one of the primary motives for the promotion of such a project, its public relations' values cannot be ignored. Correspondence from laymen and



Groups of the teachers heard tractor sales department heads at Allis-Chalmers explain the export operations of the firm.

newspaper coverage in plant house organs show that school-community relationships were strengthened in several ways — (1) Teachers and principals learned about life and work in Milwaukee. (2) Both workers and officials of government, business, in-

dustry, and other social institutions had an opportunity to meet and discuss common problems with Milwaukee's educators. (3) Laymen had a welcomed chance both to "teach the teachers" and to know them better as "just plain folks."

## Why Fear Combination Classes?

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Why do so many administrators fear combination classes? Combining classes is often regarded as a last, desperate expedient, resorted to only after every other kind of class organization has been attempted and abandoned.

This unreasonable fear can be so overwhelming that in a school one might find 45 children in the fifth grade and only 18 in the fourth grade. This obvious anomaly could easily be corrected by combining the grades and forming a fourth-fifth combination class.

The example cited is a vivid illustration

of one of the primary advantages of combination classes: equalization of teacher load. Whenever maldistribution of school enrollment exists, combination classes will result in approximately equal class size.

Second, combination classes can reduce teacher costs. Desirable as small classes are, it often is economically unfeasible for a school district to employ a teacher for groups of less than 20 youngsters. Combining the few with children from another grade results in an average class size that can be defended from the standpoint of cost.

Finally, there are positive curricular benefits that accrue from combination classes. The small school achieves greater flexibility, and there is a psychological reorientation of the teacher of a combination class. Greater concern for individual differences is demonstrated because the de-emphasis on rigid class lines tends to reinforce teaching on the level of the child's ability, rather than forced conformity with arbitrary and artificial grade standards.

### Three Misconceptions

Yet, despite all these advantages, administrative fear of combination classes persists. What are the bases for this fear? It rests on three major misconceptions about combination classes, misconceptions common to many parents and administrators. They are:

1. The misconception that upper grade children in the combination are slow learners, e.g., fourth-grade children in a third-fourth combination.



2. The misconception that the chronological age range in a combination class is two years, as contrasted with one year in a regular class, and therefore the range of abilities is greater.
3. The misconception that the teacher of a combination class must teach two grades, and therefore the child is getting only half as much teacher time as in a regular class.

Such misconceptions are not rooted in fact. Combination classes can be formed that disprove each of them. *But this will not occur through chance. Modern combination classes demand careful composition, detailed supervision, and a thorough program of parent education.*

First, children selected for the combination class must never be chosen on the basis of their I.Q.'s, their reading scores, or any other measure of their academic ability. The decision must never be made to combine the "fast" third-grade and the "slow" fourth-grade youngsters. If any such criterion is used one immediately encounters stiff parental opposition to having a child placed in a combination class. This will come mainly from parents with children in the upper half of the combination (fourth-grade children in a third-fourth). The clear implication is that such children are backward children, slow learners, and there is natural resistance to such stigmatization. Conversely, but more rarely, parents of children in the lower half of the combination will complain that they don't want their children pushed ahead, or subjected to strain and tension in the effort to keep up.

### How to Avoid Discrimination

The teacher of the combination class will be prejudiced against the youngsters in the upper half of the combination if they come to her labeled as the dull, the below-average group. Under these circumstances discrimination is almost certain to occur.

More powerful than any other objection to the kind of grouping based on a single academic criterion is that it just doesn't work. Sufficient evidence has accumulated over the years to prove conclusively that heterogeneity in a group is not reduced significantly by reliance on any one criterion. And if individual differences in the class are not markedly reduced by such means, there is no adequate defense for its use. It creates problems; it solves none.

Second, a combination class should not have any greater chronological age range than a regular class. It is the duty of the administrator to see to it that the age range is of the same dimension as the regular classes. Other things being equal, increases in the chronological age range will increase differences in the mental age in the group. This must not happen. It can easily be overcome by placing the older children of the lower grade in the group

with the younger children of the upper grade. The age spread can thus be kept to the same range as in any regular class. As a matter of fact, this kind of careful selection usually results in a smaller range than in a regular grade.

Implicit in the third misconception is the assumption that a combination class is simply two grades in one room, and that the teacher divides her time between the two grades. Parents remember their own experiences in what they assume to be similar circumstances. The teacher in former years shifted from grade to grade, trying to spend a fair share of time with each grade. Such a system does result in a reduced amount of teacher time for each child, and such organization is palpably unfair to the child.

### Taught Like Other Classes

But a modern combination class is *not* so organized. It is taught like any other class. We know today that there will be approximately an eight-year spread of abilities in the average elementary class. We know that in a so-called sixth grade, reading abilities may well range from the second- to the tenth-grade level, and that this is typical of other learnings. Knowing all this, we group children according to ability, we allow for individual differences, we take each child where he is when he enters a grade, and we lead him as far as he can go.

This is true in a regular class; it is true of a combination class; it is true of any group of children of about the same age, regardless of the label we attach to them, whether it be the "fifth" grade, or the "fourth-fifth" grade. Because this is true, teaching a modern combination class is like teaching any other group of children. There is no distinction in method. There is no separation of children into "grades" in the classroom. The children use common materials, except as individual differences warrant distinction, irrespective of grade. In a properly taught and organized combination class an observer cannot discern any differences between it and a regular class.

Although the basic misconceptions regarding combination classes can easily be overcome one should not infer that there are no real problems in connection with them. The problems arise in the areas of teacher supervision, organization of the social studies, and public relations.

Combination classes generally demand more supervision on the part of the principal than do regular classes. The principal must work closely and regularly with the teacher, especially in the area of ability grouping. She must not form her groups on the basis of grade designation. The best readers must be in the fastest group, regardless of the grade label the child bears. The same is true of other ability groupings within the classroom. Once the teacher

regards the class as a group of children working together at their individual ability rates, and ignores arbitrary and artificial grade designations, the supervision can be relaxed.

### Social-Studies Problem

Social studies pose a real problem. If there are designated units for each regular grade level, there must be real planning in order to prevent the children in the combination class from repeating the same social-studies unit the next year. This situation can occur also when a child transfers to another school which is following the same basic social-studies program. For this reason it is recommended that special social-studies units be designed exclusively for combination classes. This will preclude repetition. If such units are thoroughly worked out in advance for each possible combination, along with appropriate materials for the teacher, there will be less reluctance to organize combination classes when the need is evident. In larger districts these should be worked out centrally, in order to achieve uniformity in the social studies among the various combination classes.

Public relations depend primarily upon education of the parents to this modern concept of a combination class. Their resistance is based upon the misconceptions previously stated. It is essential that the administrator inform them thoroughly of the reason for combination classes, the basis for the selection of the children designated to enter the combination, and the methodology and philosophy that will prevail in the class. Once the classes are formed and the children are happy and learning effectively, the parents rightfully accept the new approach.

To summarize: the misconceptions concerning combination classes can be overcome if the following recommendations are clearly kept in mind:

### Four Advantages Gained

1. The composition of the class should be on a chronological basis (*not* I.Q., reading scores, etc.). Age range should be reduced by combining the youngest children of the upper grade and the oldest children of the lower grade. Physical size and social-psychological factors should be considered, but chronological age should be the primary criterion.
2. Careful supervision of the class is required in the initial stages, particularly in regard to ability groupings. Any organization in the classroom which tends to discriminate between the two "grades" in the classroom must be avoided.
3. It is best to organize social-studies units especially designed for combination classes in order to avoid repetition of the same unit in future years or when a child transfers to a new school.

(Concluded on page 98)

# Where Does Your State Rank Now?

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In 1945 I started an article in this manner:<sup>1</sup>

"One of the most frequent questions asked by laymen and supporters alike in the field of education is: How does our state rank with others? Some ask it from idle curiosity, others from justifiable pride, and still others from a genuine desire to know the facts preparatory to improvement. During the periods when the legislatures are in session the answer may well have a direct bearing upon the new school budget.

"While the question is frequently raised, the answer is not so easily found. No set data is equally acceptable to all people. Neither is any scheme whereby the various data may be weighted and combined into an index number or rating scheme. Since such an index series would be developed from data selected by the investigator, they are open to a possible deliberate choice of items favorable to one state; or to a very subtle influence growing unconsciously out of the interests and prejudices of the investigator or his special purpose for making the study. For example, a student of administration would emphasize an entirely different set of functions than a student of supervision. Again, one group could easily be concerned with finance and another, teacher preparation. In short, any index number is a composite of data selected by one or more persons with definite interests or specialized purposes. To a person with similar interests or purposes the index number would be satisfactory, whereas to others its validity would be open to severe attack. A most serious difficulty is encountered in the absence of data on certain subjective but important avenues of school effort which

TABLE 5. Composite Rank on Four Categories

	<i>Need for Education Table 1</i>	<i>Ability to Pay for Education Table 2</i>	<i>Effort to Provide Education Table 3</i>	<i>Drawing and Holding Power Table 4</i>	<i>Sum of Ranks</i>	<i>Final Ranking Latest Available Data</i>	<i>Former Ranking*</i>
Alabama	19.0	44.5	45.0	38.0	146.5	44.0	43.5
Arizona	37.0	43.0	11.0	32.0	123.0	36.5	37.0
Arkansas	35.0	48.0	39.5	34.0	156.5	47.0	46.0
California	2.0	3.0	5.0	2.0	12.0	1.0	1.0
Colorado	31.0	29.0	16.0	13.0	89.0	17.0	21.0
Connecticut	22.0	9.0	8.0	37.0	76.0	14.0	10.0
Delaware	44.0	12.5	2.0	35.5	94.0	22.0	23.0
Florida	18.0	33.0	29.0	35.5	115.5	30.5	40.0
Georgia	15.0	34.5	43.0	33.0	125.5	38.0	34.0
Idaho	46.0	40.5	24.0	5.0	116.5	30.5	30.0
Illinois	3.0	11.0	9.0	31.0	54.0	6.0	6.0
Indiana	12.0	8.0	13.0	9.0	42.0	4.5	9.0
Iowa	20.0	12.5	23.0	3.0	58.5	10.0	14.0
Kansas	28.0	15.0	32.0	23.0	98.0	23.0	19.0
Kentucky	21.0	39.0	48.0	42.0	150.0	45.0	39.0
Louisiana	24.5	32.5	18.0	47.0	122.0	35.0	42.0
Maine	38.0	28.0	36.0	21.0	123.0	36.5	28.5
Maryland	24.5	25.0	10.0	40.0	99.5	24.5	24.5
Massachusetts	6.0	1.0	30.0	28.0	64.5	12.0	5.0
Michigan	7.0	5.0	12.0	11.0	35.0	2.0	8.0
Minnesota	14.0	14.0	20.0	15.0	63.0	11.0	13.0
Mississippi	32.5	46.0	46.0	27.0	151.5	46.0	46.0
Missouri	10.0	17.0	41.0	22.0	90.0	18.0	20.0
Montana	39.0	27.0	7.0	20.0	93.0	20.0	16.0
Nebraska	29.0	26.0	44.0	4.0	103.0	25.0	28.5
Nevada	41.0	18.0	3.0	19.0	81.0	15.0	17.0
New Hampshire	40.0	24.0	28.0	26.0	118.0	33.0	22.0
New Jersey	9.0	21.5	14.0	46.0	90.5	19.0	7.0
New Mexico	30.0	44.5	15.0	41.0	130.5	40.0	45.0
New York	1.0	6.0	6.0	43.0	56.0	8.5	2.0
North Carolina	13.0	36.0	31.0	25.0	105.0	27.0	35.0
North Dakota	45.0	31.0	39.0	18.0	133.0	41.0	43.5
Ohio	5.0	4.0	21.0	12.0	42.0	4.5	3.5
Oklahoma	26.5	32.0	25.0	10.0	93.5	21.0	33.0
Oregon	26.5	20.0	1.0	8.0	55.5	7.0	15.0
Pennsylvania	4.0	11.0	26.0	30.0	71.0	13.0	12.0
Rhode Island	32.5	23.0	38.0	48.0	141.5	43.0	31.5
South Carolina	34.0	47.0	47.0	45.0	173.0	48.0	48.0
South Dakota	42.0	34.5	35.0	16.5	128.0	39.0	38.0
Tennessee	16.0	42.0	33.0	29.0	120.0	34.0	40.0
Texas	8.0	40.5	27.0	39.0	114.5	29.0	26.0
Utah	43.0	19.0	22.0	1.0	85.0	16.0	18.0
Vermont	48.0	30.0	42.0	14.0	134.0	42.0	36.0
Virginia	17.0	21.5	34.0	44.0	116.5	32.0	27.0
Washington	23.0	7.0	4.0	6.0	40.0	3.0	3.5
West Virginia	36.0	16.0	37.0	16.5	105.5	28.0	31.5
Wisconsin	11.0	2.0	19.0	24.0	56.0	8.5	12.0
Wyoming	47.0	32.5	17.0	7.0	103.5	27.0	31.5

<sup>1</sup>Roy C. Woods, "Where Does Your State Rank," AMERICAN SCHOOL BOARD JOURNAL, Apr., 1945.

\* Roy C. Woods, "Where Does Your State Rank?" AMERICAN SCHOOL BOARD JOURNAL, April, 1945.

TABLE 2. Ability to Pay for Education

State	Income per capita	Assessed valuation property	Gross state debt	Gross local debt	Savings and time deposits	Individual incomes	Income per child of school age	Income per child in A.D.A.	Per capita tax collections	For local government	School debt per pupil A.D.A.	School interest payments per pupil A.D.A.	Median wages	Sum of ranks	Composite rank
Alabama	46.0	30.0	18.0	12.0	28.0	26.0	45.0	45.0	44.0	36.0	5.0	6.5	44.0	385.5	44.5
Arizona	32.0	41.0	7.0	38.0	41.0	38.0	36.0	34.0	11.0	12.0	37.0	33.0	23.0	383.0	43.0
Arkansas	47.0	39.0	44.0	6.0	40.0	33.0	46.0	47.0	41.0	37.0	29.0	25.0	47.0	482.0	48.0
California	6.0	4.0	25.0	41.0	2.0	2.0	3.0	10.5	4.0	8.0	47.0	43.0	3.0	198.5	3.0
Colorado	23.0	29.0	16.0	36.0	47.0	31.0	17.0	19.0	6.0	17.0	41.0	40.0	21.0	343.0	29.0
Connecticut	4.0	15.0	47.0	27.0	9.0	18.0	4.0	2.0	27.0	32.0	39.0	29.0	9.0	262.0	9.0
Delaware	1.0	43.0	48.0	23.0	33.0	45.0	8.0	6.0	5.0	2.0	25.0	17.0	16.0	272.0	12.5
Florida	33.0	26.0	19.0	45.0	25.0	20.0	27.0	32.0	8.0	23.0	24.0	34.0	41.0	357.0	33.0
Georgia	41.0	22.0	9.0	5.0	26.0	21.0	42.0	43.0	45.0	48.0	8.0	13.0	46.0	369.0	34.5
Idaho	28.0	42.0	4.0	42.0	39.0	43.0	30.0	33.0	3.0	14.0	23.0	26.0	27.0	381.0	40.5
Illinois	5.0	8.0	32.0	31.0	5.0	4.0	6.0	4.0	34.0	42.0	43.0	41.0	10.0	265.0	11.0
Indiana	19.0	9.0	8.0	9.0	12.0	10.0	21.0	21.0	31.0	41.0	11.0	38.0	14.0	244.0	8.0
Iowa	21.0	13.0	14.0	20.0	19.0	16.0	28.0	29.0	21.0	22.0	16.0	29.0	27.0	277.0	12.5
Kansas	24.0	16.0	5.0	11.0	34.0	25.0	19.0	23.0	19.0	33.0	36.0	20.5	28.0	293.5	15.0
Kentucky	44.0	34.0	6.0	10.0	31.0	24.0	44.0	40.0	47.0	47.0	6.0	9.0	36.0	378.0	39.0
Louisiana	40.0	25.0	45.0	25.0	27.0	23.0	39.0	36.0	1.0	7.0	35.0	31.0	43.0	377.0	32.5
Maine	35.0	33.0	22.0	13.0	21.0	36.0	31.0	31.0	33.0	29.0	3.0	4.0	31.0	322.0	28.0
Maryland	14.0	17.0	42.0	39.0	13.0	19.0	10.0	9.0	18.0	26.0	46.0	42.0	22.0	317.0	25.0
Massachusetts	10.0	6.0	41.0	28.0	4.0	9.0	9.0	5.0	17.0	20.0	2.0	3.0	11.0	165.0	1.0
Michigan	11.0	5.0	31.0	32.0	8.0	6.0	15.0	16.0	9.0	13.0	32.0	35.0	2.0	215.0	5.0
Minnesota	25.0	20.0	30.0	24.0	11.0	13.0	26.0	24.0	16.0	25.0	31.0	15.0	20.0	280.0	14.0
Mississippi	48.0	35.0	24.0	8.0	37.0	34.0	48.0	46.0	43.0	1.0	2.0	35.0	40.0	409.0	46.0
Missouri	22.0	12.0	11.0	16.0	15.0	11.0	23.0	22.0	38.0	44.0	13.0	44.0	26.0	297.0	17.0
Montana	9.0	46.0	27.0	40.0	42.0	37.0	14.0	17.5	23.0	6.0	28.0	14.0	17.5	321.0	27.0
Nebraska	18.0	19.0	1.0	43.0	36.0	30.0	25.0	27.5	43.0	45.0	20.0	18.0	3.0	318.5	26.0
Nevada	2.0	48.0	10.0	22.0	45.0	48.0	2.0	8.0	14.0	3.0	48.0	39.0	1.0	299.0	18.0
New Hampshire	29.0	36.0	33.0	3.0	24.0	44.0	24.0	15.0	42.0	18.0	15.0	12.0	25.0	311.0	24.0
New Jersey	7.0	7.0	34.0	47.0	7.0	8.0	5.0	7.0	48.0	46.0	42.0	46.0	4.0	308.0	21.5
New Mexico	37.0	47.0	26.0	21.0	46.0	42.0	41.0	38.0	2.0	10.0	21.0	20.5	34.0	385.5	44.5
New York	3.0	1.0	38.0	48.0	1.0	1.0	1.0	1.0	7.0	28.0	34.0	48.0	5.0	216.0	6.0
North Carolina	43.0	14.0	43.0	26.0	23.0	15.0	40.0	44.0	25.0	24.0	17.0	19.0	40.0	376.0	36.0
North Dakota	27.0	40.0	39.0	4.0	35.0	41.0	22.0	20.0	16.0	14.0	28.0	42.0	348.0	31.0	
Ohio	12.0	3.0	20.0	29.0	6.0	5.0	11.0	12.0	32.0	27.0	40.0	36.0	6.0	203.0	4.0
Oklahoma	38.0	27.0	36.0	14.0	38.0	27.0	37.0	39.0	10.0	9.0	18.0	27.0	33.0	353.0	32.0
Oregon	15.0	32.0	21.0	34.0	22.0	28.0	13.0	17.5	21.0	5.0	38.0	45.0	12.0	303.5	20.0
Pennsylvania	16.0	2.0	46.0	37.0	3.0	3.0	16.0	10.5	39.0	15.0	30.0	32.0	15.0	265.5	11.0
Rhode Island	13.0	23.0	40.0	46.0	18.0	35.0	7.0	3.0	15.0	22.0	33.0	30.0	24.0	309.0	23.0
South Carolina	45.0	37.0	35.0	15.0	44.0	32.0	47.0	46.0	37.0	38.0	10.0	11.0	45.0	442.0	47.0
South Dakota	26.0	31.0	29.0	17.0	43.0	40.0	29.0	28.0	24.0	35.0	16.0	24.0	37.0	369.0	34.5
Tennessee	42.0	24.0	23.0	39.0	20.0	22.0	40.0	41.0	35.0	39.0	12.0	6.5	39.0	382.5	42.0
Texas	30.0	11.0	12.0	33.0	16.0	7.0	33.0	30.0	40.0	40.0	44.0	47.0	38.0	381.0	40.5
Utah	31.0	38.0	2.0	19.0	32.0	39.0	34.0	37.0	12.0	11.0	27.0	23.0	7.0	302.0	19.0
Vermont	34.0	44.0	17.0	2.0	30.0	46.0	32.0	25.0	26.0	30.0	19.0	8.0	32.0	345.0	30.0
Virginia	36.0	18.0	13.0	18.0	17.0	17.0	35.0	35.0	36.0	31.0	7.0	10.0	35.0	308.0	21.5
Washington	8.0	28.0	37.0	35.0	14.0	14.0	12.0	13.0	3.0	1.0	26.0	22.0	8.0	221.0	7.0
West Virginia	39.0	21.0	28.0	1.0	29.0	38.0	42.0	28.0	19.0	4.0	1.0	17.5	26.5	269.5	16.0
Wisconsin	20.0	10.0	3.0	7.0	10.0	12.0	20.0	14.0	22.0	34.0	9.0	5.0	13.0	179.0	2.0
Wyoming	17.0	45.0	15.0	44.0	47.0	47.0	18.0	26.0	13.0	4.0	45.0	37.0	19.0	377.0	32.5

TABLE 3. Effort to Provide Good Schools

	Per cent of male teachers	Population per capita	Enrollment per capita	Enrollment for schools	Expenditure per capita ex-	Average instructor's salary	School expenditure per pupil 5-17 years of age	Expenditure per pupil days taught	Daily expenditure per pupil	Annual cost per pupil in A.D.A.	Number days school in session	Percentage pupils transported	Percentage transportation costs are of total school costs	Percentage state funds	Number days pupils attended	Sum of ranks	Composite rank	
Alabama	44.0	45.0	46.0	42.0	42.0	42.0	46.0	45.0	47.0	47.0	30.0	5.5	12.5	3.0	38.5	493.5	45.0	
Arizona	4.0	3.0	7.0	5.0	5.0	5.0	10.0	11.0	5.0	8.0	45.0	22.0	42.5	29.0	41.0	237.5	11.0	
Arkansas	23.0	40.0	43.0	28.0	47.0	43.0	47.0	43.0	43.0	43.0	39.0	2.0	2.5	9.0	47.0	455.5	39.5	
California	33.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	35.5	35.5	45.5	19.0	4.0	188.5	5.0	
Colorado	11.0	10.0	13.0	8.0	26.0	18.0	24.0	14.0	14.0	14.0	31.0	37.0	33.5	40.5	1.0	281.0	16.0	
Connecticut	35.0	15.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	5.0	10.0	29.0	38.5	37.0	9.0	214.5	8.0
Delaware	2.0	17.0	10.0	11.0	14.0	14.0	9.0	11.0	10.0	10.0	8.5	23.0	33.5	2.0	18.0	183.0	2.0	
Florida	40.0	33.0	32.0	23.0	25.0	30.0	35.0	34.0	34.0	34.0	13.5	13.0	35.5	15.0	6.0	369.0	29.0	
Georgia	39.0	46.0	44.0	38.0	44.0	44.0	43.0	44.0	44.0	44.0	23.5	16.0	7.5	10.0	36.5	478.5	43.0	
Idaho	7.0	11.0	31.0	16.0	33.0	24.0	34.0	30.5	3.0	31.0	32.0	9.0	2.5	38.0	29.0	328.0	24.0	
Illinois	14.0	18.0	4.0	7.0	8.0	11.0	6.0	9.0	7.0	7.0	1.0	43.0	41.0	45.0	5.0	219.0	9.0	
Indiana	3.0	21.0	23.0	33.0	10.0	16.0	21.0	16.0	20.0	41.0	11.0	17.0	24.0	2.0	258.0	13.0		
Iowa	41.0	12.0	19.0	27.0	35.0	13.0	20.0	19.0	17.0	18.0	19.5	14.0	42.0	31.0	37.5	27.5	23.0	
Kansas	17.0	27.0	33.0	41.0	31.0	21.0	27.0	24.0	30.0	17.0	44.0	19.0	36.0	43.0	41.0	32.0	44.0	
Kentucky	31.0	47.0	47.0	48.0	45.0	47.0	44.0	46.0	46.0	46.0	44.0	17.0	15.0	27.5	44.0	548.5	48.0	
Louisiana	46.0	14.0	21.0	17.0	23.0	27.0	29.0	20.5	21.0	20.0	1.0	12.5	4.0	35.5	291.5	18.0	1.0	
Maine	25.0	43.0	40.0	40.0	41.0	42.0	38.0	42.0	42.0	13.5	15.0	5.0	32.0	10.0	428.5	36.0	10.0	
Maryland	19.0	23.0	12.0	4.0	3.0	17.0	26.0	13.0	12.0	3.0	14.0	26.5	23.0	14.5	220.0	10.0	10.0	
Massachusetts	13.0	37.0	24.0	36.0	11.0	29.0	15.0	16.0	24.0	22.0	45.0	47.0	39.0	27.0	385.0	30.0	14.0	
Michigan	38.0	13.0	15.0	14.0	9.0	15.0	19.0	17.0	15.0	13.5	34.0	30.5	14.0	7.0	254.0	12.0	7.0	
Minnesota	26.0	24.0	17.0	31.0	22.0	20.0	12.0	15.0	18.0	43.0	25.0	4.0	26.0	30.0	313.0	20.0	10.0	
Mississippi	37.0	48.0	48.0	10.0	48.0	48.0	48.0	48.0	48.0	48.0	48.0	8.0	1.0	17.0	45.0	602.0	46.0	
Missouri	34.0	41.0	37.0	37.0	32.0	36.0	37.0	32.0	37.0	32.0	37.0	38.0	24.5	22.0	36.5	405.0	41.0	
Montana	32.0	5.0	9.0	12.0	24.0	5.0	7.0	10.0	9.0	4.0	30.0	6.0	34.0	19.0	206.0	7.0	4.0	
Nebraska	41.0	30.0	34.0	43.0	40.0	26.0	23.0	33.0	33.0	25.5	46.0	43.5	47.5	26.0	491.0	44.0	4.0	
Nevada	15.0	4.0	3.0	3.0	16.0	3.0	3.0	3.0	3.0	3.0	4.0	28.0	39.0	35.5	25.0	3.0	184.5	3.0
New Hampshire	18.0	36.0	20.0	22.0	29.0	34.0	25.0	26.0	25.0	29.0	19.5	9.5	47.0	17.0	357.5	28.0	10.0	
New Jersey	21.0	20.0	8.0	18.0	6.0	7.0	4.0	7.0	6.0	7.0	35.5	45.5	43.0	33.0	261.0	14.0	14.0	
New Mexico	12.0	7.0	25.0	19.0	15.0	22.0	31.0	18.0	16.0	13.5	32.0	9.5	1.0	48.0	269.0	15.0	10.0	
New York	10.0	19.0	5.0	15.0	2.0	9.0	1.0	4.0	3.0	5.5	42.0	43.5	20.0	21.0	200.0	6.0	6.0	
N. Carolina	45.0	28.0	38.0	29.0	30.0	37.0	39.0	40.5	40.0	17.0	4.0	24.5	5.0	16.0	393.0	31.0	3.0	
N. Dakota	27.0	22.0	30.0	45.0	38.0	32.0	18.0	29.0	29.0	42.0	41.0	26.5	34.0	32.0	445.5	39.5	25.0	
Ohio	6.0	29.0	18.0	20.0	19.0	18.0	28.0	23.0	13.0	23.5	21.0	32.0	30.0	24.5	315.0	21.0	21.0	
Oklahoma	35.0	26.0	35.0	44.0	28.0	31.0	30.0	35.0	35.0	2.0	18.0	30.5	12.0	24.5	351.0	25.0	2.0	
Oregon	15.0	1.0	1.0	2.0	12.0	2.0	2.0	1.0	1.0	1.0	19.0	6.0	22.0	31.0	13.0	128.0	1.0	
Pennsylvania	8.0	34.0	26.0	32.0	21.0	33.0	22.0	30.0	22.0	28.0	5.5	33.0	37.0	27.5	14.0	352.0	26.0	
R. I.	20.0	44.0	28.0	47.0	13.0	35.0	15.0	28.0	26.0	13.5	47.0	48.0	45.0	34.0	439.0	38.0	4.0	
S. Carolina	47.0	42.0	45.0	39.0	46.0	45.0	46.0	45.0	46.0	25.5	27.0	18.0	13.5	42.0	526.0	47.0	4.0	
S. Dakota	18.0	16.0	22.0	35.0	43.0	23.0	17.0	26.0	27.0	35.5	48.0	40.0	46.5	22.5	419.0	35.0	3.0	
Tennessee	30.0	35.0	42.0	21.0	39.0	40.0	42.0	39.0	40.0	22.0	38.0	24.0	11.0	16.0	411.0	33.0	2.0	
Texas	22.0	25.0	27.0	24.5	17.0	25.0	32.0	30.5	29.0	22.0	38.0	24.0	29.0	8.0	385.5	27.0	3.0	
Utah	1.0	8.0	29.0	13.0	18.0	19.0	36.0	32.0	33.0	36.0	33.0	36.0	38.5	16.0	225.0	32.0	22.0	
Vermont	43.0	38.0	36.0	46.0	36.0	38.0	33.0	32.0	36.0	46.0	31.0	33.0	7.0	8.0	471.0	42.0	4.0	
Washington	48.0	39.0	39.0	26.0	37.0	41.0	41.0	41.0	38.0	38.0	13.5	3.0	20.5	21.0	118.0	34.0	4.0	
W. Virginia	5.0	9.0	11.0	9.0	7.0	4.0	10.0	8.0	11.0	40.0	12.0	28.0	6.0	28.0	186.0	44.0	4.0	
W. Virginia	24.0	32.0	41.0	34.0	34.0	39.0	40.0	40.5	41.0	35.5	7.0	20.5	7.0	35.5	431.0	37.0	4.0	
Wisconsin	9.0	31.0	14.0	24.5	20.0	25.0	22.0	22.0	19.0	8.5	40.0	23.0	44.0	12.0	311.0	19.0	1.0	
Wyoming	27.0	6.0	16.0	16.0	13.0	20.0	12.0	8.0	12.0	13.0	35.5	28.0	7.5	18.0	46.0	28.0	17.0	



TABLE 1. The Need for Education

	Population 1950	Land area	Population per square mile	Median age	Population 5-14 years of age	Population 15-24 years of age	Sum of ranks	Composite rank
Alabama	17.0	28.0	22.0	43.0	12.0	15.0	137.0	19.0
Arizona	37.0	5.0	45.0	39.0	36.0	36.0	198.0	37.0
Arkansas	30.0	26.0	32.0	38.0	30.0	29.0	185.0	35.0
California	2.0	2.0	20.0	18.0	3.0	2.0	47.0	2.0
Colorado	34.0	7.0	40.0	28.0	33.0	33.0	175.0	31.0
Connecticut	28.0	46.0	5.0	5.0	31.0	31.0	146.0	22.0
Delaware	46.0	47.0	10.0	15.5	47.0	47.0	212.5	44.0
Florida	20.0	21.0	27.0	19.5	23.0	21.0	131.5	18.0
Georgia	13.0	20.0	25.0	42.0	13.0	10.0	123.0	15.0
Idaho	43.0	12.0	44.0	34.0	40.0	42.0	215.0	46.0
Illinois	4.0	23.0	11.0	5.0	5.0	5.0	53.0	3.0
Indiana	12.0	37.0	13.0	22.0	11.0	11.0	106.0	12.0
Iowa	22.0	24.0	28.0	15.5	24.0	24.0	137.5	20.0
Kansas	31.0	13.0	37.0	15.5	29.0	30.0	155.5	28.0
Kentucky	19.0	36.0	18.0	37.5	17.0	18.0	145.5	21.0
Louisiana	21.0	30.0	23.0	40.0	19.0	19.0	152.0	24.5
Maine	35.0	38.0	35.0	23.0	35.0	35.0	201.0	38.0
Maryland	24.0	41.0	7.0	26.0	27.0	27.0	152.0	24.5
Mass.	9.0	44.0	4.0	2.5	10.0	9.0	78.5	6.0
Michigan	7.0	22.0	12.0	25.0	7.0	7.0	80.0	7.0
Minnesota	18.0	11.0	31.0	21.0	20.0	20.0	121.0	14.0
Mississippi	26.0	31.0	29.0	46.0	21.0	23.0	176.0	32.5
Missouri	11.0	18.0	26.0	5.0	15.0	12.0	87.0	10.0
Montana	42.0	3.0	47.0	27.0	43.0	43.0	205.0	39.0
Nebraska	33.0	14.0	38.0	15.5	34.0	34.0	168.5	29.0
Nevada	48.0	6.0	48.0	10.0	48.0	48.0	208.0	41.0
N. Hamp.	44.0	43.0	24.0	7.0	44.0	44.0	206.0	40.0
New Jersey	8.0	45.0	3.0	2.5	9.0	16.0	83.5	9.0
New Mexico	39.0	4.0	46.0	47.0	37.0	37.0	168.5	30.0
New York	1.0	29.0	6.0	1.0	1.0	1.0	39.0	1.0
N. Carolina	10.0	27.0	16.0	45.0	8.0	8.0	114.0	13.0
N. Dakota	41.0	16.0	41.0	37.5	39.0	40.0	214.5	45.0
Ohio	5.0	34.0	9.0	12.5	6.0	6.0	72.5	5.0
Oklahoma	25.0	17.0	34.0	29.0	25.0	25.0	155.0	26.5
Oregon	32.0	9.0	39.0	11.0	32.0	32.0	155.0	26.5
Pennsylvania	3.0	32.0	8.0	12.5	2.0	3.0	59.5	4.0
R. I.	36.0	48.0	2.0	9.0	42.0	39.0	176.0	32.5
S. Carolina	27.0	39.0	19.0	48.0	22.0	22.0	177.0	34.0
S. Dakota	40.0	15.0	42.0	30.0	41.0	41.0	209.0	42.0
Tennessee	16.0	33.0	17.0	34.0	14.0	13.0	127.0	16.0
Texas	6.0	1.0	36.0	31.0	4.0	4.0	82.0	8.0
Utah	38.0	10.0	43.0	44.0	38.0	38.0	211.0	43.0
Vermont	45.0	42.0	30.0	24.0	45.0	45.0	266.0	48.0
Virginia	15.0	35.0	15.0	34.0	16.0	14.0	129.0	17.0
Washington	23.0	19.0	33.0	19.5	28.0	28.0	150.5	23.0
W. Virginia	29.0	40.0	14.0	41.0	26.0	26.0	196.0	36.0
Wisconsin	14.0	25.0	21.0	18.0	18.0	17.0	95.0	11.0
Wyoming	47.0	8.0	48.0	32.0	46.0	46.0	227.0	47.0

TABLE 4. Drawing and Holding Power

	Per cent 25 and over completing no school*	Per cent 25 and over who completed five years or less*	Per cent population 5-17 yrs. of age attending school	Per cent enrolled pupils attend school daily	Per cent of population high school graduates	Per cent of population college graduates	A.D.A. per teacher	Ratio pupils to population 5-17 years of age	Median number of year school completed	Sum of ranks	Composite rank
Alabama	44.0	44.0	7.0	34.0	36.5	43.0	8.0	1.0	45.0	263.5	38.0
Arizona	46.0	37.0	20.0	12.0	36.5	23.0	22.5	38.0	18.0	253.0	32.0
Arkansas	29.0	40.0	11.0	35.0	27.0	47.0	7.0	17.0	42.0	255.0	34.0
California	22.5	16.0	47.0	3.0	36.5	10.0	2.0	2.0	2.0	141.0	2.0
Colorado	19.0	19.0	22.0	32.0	15.5	3.5	35.5	22.5	9.0	178.0	13.0
Connecticut	36.0	26.0	46.0	19.5	27.0	23.0	28.5	33.0	23.0	262.0	37.0
Delaware	27.0	30.0	33.0	29.0	27.0	23.0	34.0	39.0	23.0	256.0	35.5
Florida	30.0	35.0	31.0	6.0	36.5	30.5	24.0	28.0	32.0	256.0	35.5
Georgia	42.0	45.0	3.0	41.0	15.5	30.5	14.5	18.0	45.0	254.5	33.0
Idaho	2.0	2.0	9.0	13.5	47.5	45.5	18.0	11.5	9.0	158.0	5.0
Illinois	24.0	21.0	43.0	2.5	27.0	10.0	35.5	44.0	23.0	250.5	31.0
Indiana	8.0	14.0	27.0	43.5	15.5	10.0	17.0	8.0	23.0	166.0	9.0
Iowa	1.0	1.0	23.5	33.0	5.5	23.0	44.0	5.0	14.5	141.5	3.0
Kansas	5.0	7.0	33.0	39.0	47.5	23.0	43.0	3.0	14.5	215.0	23.0
Kentucky	32.0	38.0	12.5	42.0	42.5	33.0	11.0	36.0	40.0	287.0	42.0
Louisiana	48.0	48.0	18.0	36.5	46.0	33.0	10.0	40.0	40.0	327.5	47.0
Maine	17.5	11.0	21.0	8.5	27.0	48.0	30.0	27.0	9.0	199.0	21.0
Maryland	25.0	33.0	37.0	26.5	45.0	10.0	9.0	45.0	36.0	256.5	40.0
Mass.	32.0	22.0	45.0	30.0	27.0	10.0	31.0	41.5	7.0	245.5	28.0
Michigan	20.5	23.0	26.0	4.5	27.0	10.0	12.0	30.0	18.0	170.0	11.0
Minnesota	9.0	13.0	28.5	16.5	5.5	10.0	42.0	34.0	23.0	181.5	15.0
Mississippi	43.0	46.0	2.0	22.0	36.5	40.5	1.0	4.0	45.0	240.0	27.0
Missouri	14.0	24.0	36.0	38.0	27.0	10.0	19.0	13.0	32.0	213.0	22.0
Montana	11.5	12.0	16.0	26.5	15.5	36.0	42.0	21.0	14.5	195.0	20.0
Nebraska	3.5	6.0	23.5	24.5	2.0	23.0	46.0	16.0	11.5	156.0	4.0
Nevada	26.0	18.0	19.0	1.0	27.0	38.5	37.0	22.5	3.0	192.0	19.0
N. Hamp.	20.5	15.0	35.0	8.5	27.0	40.5	27.0	47.0	14.5	235.0	26.0
New Jersey	35.0	27.0	48.0	40.0	27.0	36.0	39.0	31.0	28.0	311.0	46.0
New Mexico	47.0	43.0	1.0	48.0	36.5	23.0	22.5	24.0	37.0	282.0	41.0
New York	40.0	28.0	42.0	45.0	27.0	2.0	40.0	41.5	28.0	293.5	43.0
N. Carolina	41.0	42.0	4.0	16.5	27.0	38.5	3.5	19.0	43.0	234.5	25.0
N. Dakota	17.5	25.0	10.0	18.0	5.5	1.0	47.0	35.0	32.0	191.0	18.0
Ohio	16.0	17.0	40.5	4.5	15.5	23.0	14.5	25.5	18.0	174.5	12.0
Oklahoma	22.5	31.0	14.0	24.5	5.5	10.0	20.5	11.5	28.0	167.5	10.0
Oregon	3.5	3.0	44.0	21.0	15.5	23.0	32.0	14.0	5.5	161.5	8.0
Pennsylvania	33.0	29.0	39.0	13.5	15.5	23.0	16.0	43.0	35.0	247.0	30.0
R. I.	37.0	32.0	38.0	36.5	42.5	33.0	41.0	48.0	32.0	340.0	48.0
S. Carolina	45.0	47.0	5.0	46.0	42.5	40.5	20.5	15.0	47.0	303.5	45.0
S. Dakota	6.5	12.0	15.0	15.0	5.5	45.5	48.0	29.0	23.0	184.5	16.5
Tennessee	34.0	39.0	17.0	31.0	42.5	10.0	13.0	20.0	40.0	246.5	29.0
Texas	38.0	36.0	25.0	43.5	36.5	10.0	28.5	25.5	23.0	266.0	39.0
Utah	10.0	4.0	6.0	2.0	1.0	3.5	3.5	6.0	1.0	37.0	1.0
Vermont	11.5	8.0	28.5	7.0	5.5	45.5	26.0	37.0	11.5	180.5	14.0
Virginia	39.0	41.0	40.5	19.5	36.5	43.0	5.5	32.0	41.0	298.0	44.0
Washington	6.5	5.0	33.0	28.0	15.5	23.0	25.0	7.0	5.5	158.5	6.0
W. Virginia	28.0	34.0	8.0	10.5	15.5	36.0	5.5	9.0	38.0	184.5	16.5
Wisconsin	14.0	20.0	30.0	10.5	5.5	23.0	38.0	46.0	32.0	219.0	24.0
Wyoming	14.0	7.0	12.5	47.0	5.5	23.0	45.0	1.0	4.0	159.0	7.0

\* Smallest per cent equals rank of 1.

should but probably cannot be included in a statistical study at this time."

In this article were tables showing:

1. The Rank of the States in the Need of Education
2. The Rank of the States in the Ability to Pay for Education
3. The Rank of the States in the Effort to Provide Better Schools
4. The Rank of the States in the Drawing and Holding Power of the School

5. A Composite Ranking on All Four Criteria in an Attempt to Show the General Status of Each State on These Criteria.

At that time certain questions were raised concerning the validity of the procedure as was shown by the following quotation:

"No formula for measuring state school efficiency by means of a single mathematical quantity has yet been discovered. In the light of present knowl-

edge it is impossible to combine a series of factors related to school efficiency and to draw from this combination an acceptable single index. The interplay of forces is so complex and differs so greatly from state to state that the discovery of such a formula must await the results of long and patient research and the development of new technics and measuring devices. . . .

"Fortunately, however, a formula is not necessary in order to present signifi-

cant data relative to the present educational status of the forty-eight states. It is entirely possible to name a number of factors which are generally conceded to be closely related to the efficient functioning of a school system. Practical experience and educational research combine to demonstrate that certain of these factors are essential, not only to the progress, but to the very operation of an effective school organization, and that progress in any of these results in the advancement of the whole school system. . . ."<sup>2</sup>

The data upon which the Study of 1945 was made were largely taken from the census of 1940 or figures contemporary with them. Since then, ten years have elapsed, and new data<sup>3</sup> are available, which while not completely comparable, do in a measure indicate the same thing as those taken in 1940. To the extent a person can accept the method used here, one can say these new data, if treated in the manner as those of 1940, will indicate relative progress made by the states. In the 1945 study it was stated that:

"Any defense for the choice of any

<sup>2</sup>Research Bulletin, "Estimating State School Efficiency," Vol. X, No. 3, May, 1932, p. 113.

<sup>3</sup>See list of sources from which these data were compiled which is appended to this article.

item listed would necessarily be that of the author and would probably not convince any reader who questioned its use anyway. Tables 1, 2, 3, and 4 are submitted for what value they may have to the curious and as stimuli to the skeptic, to "go thou and do likewise." Table 5 attempts to compile the composite rating of the states in each of the four categories into a single ranking scheme for all states. No conclusions can be drawn from these data, but individuals might with interest and some profit compare the present position of their individual states with that held in any of the former studies."<sup>4</sup>

In the present study Table 5 also carries the final ranking from the former study so the interested reader can compare the status of his state now with its former ranking among the states. A study of these two columns brings out again the conclusion made earlier that:

"... while undoubtedly great progress had been made in educational offerings, the relative ranks remained essentially the same; that while the states have moved forward, other states in the nation had done so too and the relative positions had not been seriously changed. *How about your state?*"<sup>5</sup>

<sup>4</sup>Woods, *op. cit.*

<sup>5</sup>*Loc. cit.*

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## For Better Supervision —

# Principals Ought to Teach, Too

JOSEPH M. JOHNSTON

Principal of Asheboro High School  
Asheboro, N. C.

Principals in the modern secondary school are busy individuals. No one will doubt this. They do have a considerable amount of work to do in connection with the administration and supervision of the schools entrusted to their care and direction. They must order supplies. They must

confer with students and parents. They must advise with teachers. They must direct in-service training programs for the faculty. They must keep accounts of all school monies. They must be concerned with the operation and management of the school cafeteria. They must meet with

school boards and unofficial community organizations. They must somehow keep abreast of all the latest professional developments. They must complete a never-ending series of records and reports. They must have an acquaintance with the extra-curricular program of their schools. They must give some consideration and time to all these and all the other aspects of the total program of their schools. However, all these duties and responsibilities can never be subordinated to what must surely be the good principal's main task—the improvement of instruction in his school.



Instruction may be improved in a great number of ways. Surely, all are familiar — supervision in the classroom, conferences with teachers, demonstration lessons, in-service training programs, visits to other schools, and further study along many lines. However effective any or all of these may be in a particular situation, it is still true that no principal can use any of these to the fullest extent possible unless he is intimately familiar with what goes on in the normal classroom situation. He cannot know nor fully appreciate all the factors which enter into the problem of improving instruction unless he is able to become a regular participant in the activities which go to make up that instruction. The only logical and sensible way for him to become such a participant is to set aside a regular portion of the school day for classroom instruction in which he is the central figure — the teacher. In plain language this means that the principal ought to become a regular classroom teacher during some part of his school day. For most principals one class period each day should suffice.

### Time Can Be Found

There are those principals who will answer this suggestion by replying that they have taught, and that they fully understand the processes and the complexities of the classroom situation from this past experience. It is quite true that almost every principal has been a classroom teacher at one time or another. But that teaching experience has most often been in another time and place and circumstance. It is an experience that far too many principals have forgotten or only dimly remember. In the press of duties of the present job most principals are prone to lose sight of the former task of teaching with all that that implies, or what may even be worse, they tend to give their teaching experience a glamour which it never had. It is not safe nor in the best interests of any school for the principal to rely solely on his past experiences in the classroom to guide him in the task of improving instruction in his present school. This past experience will be a poor substitute for the day to day experience to be gained by actually teaching in the here and now.

Other principals will say with the deepest of conviction that there just isn't time for any principal to go into a classroom on any regular schedule. The other aspects of the principal's job will not permit this daily interruption in a schedule that is already filled to overflowing with so many, many things. This is a weak argument. For the time can be found. Some of the things which now take up so much of the principal's workday can very easily be delegated to others who may even be able to do that particular job better than the principal has been doing it. Many principals are now teaching, and are doing an excellent job

both as principal and classroom teacher. All principals should be able to find the time to do this job of teaching. The time is there, and the job is waiting to be done.

If a principal does accept the idea that he ought to teach, what beneficial results may he expect for himself and his school? There are many results that should be forthcoming, but there will be listed here only those which have a direct bearing on the improvement of instruction.

First, the principal will come to know and understand with a distinctness and clarity not otherwise possible the problems and responsibilities of the classroom teacher. He will get a clearer picture of the many situations with which his classroom teachers are asked to cope from day to day. He will come to understand the frustrations as well as the satisfactions of classroom work. He will be better able to sympathize with, and to advise, his teachers concerning their immediate problems and responsibilities. No longer will he have to refer to his experiences of yesteryear. He will need only to return to today or to yesterday. He will be one with his teachers, and will be able to talk with them as one of them.

### Understanding Today's Children

Second, the principal will learn to know and understand the children who make up his present school population. If he does not now teach, he may be able to counsel with them in his office or discuss their problems with them as the opportunity affords. But in most instances if he does not teach, his relations with his students are usually in a forced situation. If he does teach, he will meet them as they are and as they appear to the other teachers. He will get to know them intimately and naturally. As he comes to understand them and their problems, he will be in a far better position to make his school a better place for them.

Third, the teaching which the principal will do will give him an opportunity to experiment with those methods and techniques of instruction about which he can now talk so glibly and knowingly without ever having had any actual classroom contact with them. He will be able to use these methods and techniques in exactly the same situation as his teacher. He will be able to determine through actual practice whether certain techniques actually fit into his program. Methods will become to him more than words in a textbook. They will live and breathe for him in a classroom situation or they will die before he has had an opportunity to foist them on unsuspecting and unwilling teachers who may not be able to use them. The principal's teaching will give him the opportunity to know exactly what things will work in the classroom.

Fourth, since the principal should be

the "master teacher" of his school, he will, by his teaching, be able to give both his teachers and students the opportunity to become acquainted with what is best in teaching. Teachers will be stimulated to follow his example, and students will be led to expect and require this higher type of teaching from the other members of the faculty. In those situations where the principal will be a teacher in the classroom, he will literally improve the general level of teaching by his example. Of course, there may be some few principals who are not good teachers. The only answer to that situation is that they should not be principals. For by definition and historical precedent the principal is the "principal teacher."

### Out of the Office

Last, by accepting the responsibilities of the classroom, the principal will be forced to come out of his office. He will be compelled to enter into the fray. He will have to become an integral part of the total school situation rather than someone who sits afar off and with the wisdom of the mighty dispenses answers to problems only dimly known or many times not rightly recognized. The military have a phrase which is most apt here. They say a soldier must be "blooded." He can be taught, he can be highly trained, he can be effectively indoctrinated, but he is not a soldier until he has met the real thing in combat — until he has been "blooded." Principals, too, must be "blooded." And not once, but continuously. Principals will not be principals in the best sense of the word until such time as they will accept the day to day "combat" of the classroom.

No mention has been made here of just what a principal ought to teach. Certainly, he should do his teaching in that field in which he is most qualified. The area in which he does his teaching is not the important factor. The thing of greatest moment is that, no matter the subject, he does teach. For in no other way can he do as much for himself, his teachers, the students, and the school as a whole. In no other way is there greater opportunity for him to do his most effective job. In no other way can he make as much progress in the improvement of instruction.

### AGE OF REVOLUTION

"If there is any period one would desire to be born in, is it not the 'Age of Revolution,' when the old and the new stand side by side and admit of being compared, when the energies of all men are searched by Fear and Hope, when the historic glories of the old can be compensated by the rich possibilities of the new era? This time, like all times, is a very good one if we know what to do with it." — *Ralph Waldo Emerson, 1837.*



# National School Boards Association Meeting

*St. Louis, Mo., February 24, 25, 26, 1955*

The formulation of a comprehensive statement of "beliefs and policies," defining its functions and relations as the national federation of state school boards associations, and outlining its fixed attitude toward major educational and administrative policies which come within the responsibility of boards of education—the acceptance of this statement was the outstanding accomplishment of the 1955 convention of the National School Boards Association, St. Louis, Mo., February 24, 25, and 26. Under the genial leadership of President Jesse G. Stratton and Secretary Edward M. Tuttle, 870 school board members and nearly 250 guests participated in a significant program discussing current educational problems and suggesting a vast amount of practical information for self-education in school board work. The Association voted to support federal aid for relieving the present emergency in school-house construction, but refused to endorse the Eisenhower program as such, and expressed its strong opposition to the principle of general federal aid to education. The Association agreed to co-operate with the National Citizens' Commission on Education in a program for promoting the organization and improving the work of local citizens' committees on education. An appropriation of \$50,000 and a staff of six men have been provided by the National Citizens' Commission for the work, which is to be done under the management of the State School Boards Associations.

As in previous years, the convention was marked by a devotion to the cause of education and the welfare of the children that is only possible because the members are devoted citizens, successful men and women in their own businesses or professions. They have no personal or economic advantage to gain, but are fully dedicated to the civic and social responsibility assumed in their offices as trustees for the schools. Whatever the addresses and discussions may have lacked in accurate educational terminology, they made up in the high integrity and seriousness of the speakers and the wisdom gained in school-board leadership and in long community and occupational experience.

## The Program

The Association has developed a practical pattern for its meetings. The first day was spent in the discussion by members of an important matter—ten aspects of effective school board service—and in receiving greetings and messages from leaders of professional educational organizations. The second day was devoted to hearing the recommendations of nine experts in the fields of (1) school architecture,

(2) school insurance, (3) the purchase of school materials, (4) the present difficulties of teacher supply and demand, (5) teacher recruitment, (6) teacher education, (7) educational television, (8) civil defense problems in the schools, and (9) the purpose and program of the 1955 White House Conference on Education. An inspirational address on "The Function of the School Board Under Representative Government," delivered by Supt. Henry I. Willett, of Richmond, Va., incoming president of the American Association of School Administrators, closed the evening session of Friday, the second day. The third day, Saturday, was devoted to Association business and a banquet addressed by Dr. Adam Bennion of Salt Lake City, who recently made a controversial report as chairman of the Committee on Federal Responsibility in the Field of Education of the U. S. Commission on Intergovernmental Relations. On Saturday also, the school board members from cities over 500,000 and the executive secretaries of the State Associations held separate meetings for the discussion of their especial problems.

## The President's Report

"We have only begun to see in the distance the great vision of possible accomplishments," said President J. G. Stratton in his presidential address. "By working and striving together, may we enlarge our horizon and our vision. Yes, we have accomplished what seems like a lot, but we have only scratched the surface with much more to do in such a little time." Mr. Stratton recalled the extraordinary results accomplished during his year of office by the National Study Conference, held in St. Paul in October, 1954, and the wide co-operative activities with other organizations by Secretary Edward M. Tuttle. He recalled too that as a representative of the Association he had been chosen a member of the committee of the White House Conference on Education. In conclusion he said, "I feel that our National School Boards Association is rendering a worthwhile service in mixing . . . with other organizations. . . . It is rendering a service in helping our state organizations as it has every year, but this year especially. All this is for the purpose of preparing our boards to provide the best possible schools for all of America's children in order that they may be fitted to meet the challenge that confronts the world today. We, as school board members, are beginning to take hold of the job with more knowledge, more determination, and a stronger desire to do our part to the fullest extent. . . . The cause is more worthwhile."

## The Effective School Board

From the standpoint of interest and effectiveness for self-education in personal service,



O. H. Roberts, Jr.  
President, N.S.B.A.  
Evansville, Ind.

organization, policymaking, relationships—in fact the whole gamut of school board work and relationships—the second session on Thursday topped the whole program. Mrs. Fred A. Radke, Port Angeles, Wash., presented 14 characteristics of the personally effective board member. A. N. Gandrud, Greenwood Falls, Minn., outlined the legal organization of school boards as policymakers and directors of the schools responsible for the quality of instruction and the economical outlay of the tax funds. Robert E. Willis, Bradenton, Fla., recalled experiences proving that straightforward, streamlined statements of policy are essential to the harmonious, efficient operation of a school system. Bert Levitt, San Francisco, Calif., urged that it is frequently wise for the school board president to shoulder responsibility for decisions which will embarrass the superintendent. Everett N. Luce, Midland, Mich., argued that effective personnel policies reflect the philosophy of the board of education in making teachers and nonteaching employees understand that they belong, so that they are stimulated to offer their best in the service of the schools. Mrs. H. Clifford Page, Fair Lawn, N. J., urged that the first business of every board meeting should be a study of one phase of the school instruction program. Harold F. Dean, Mendota, Ill., declared the expert educational planning and architectural planning are parts of the teamwork which school boards must develop for the completion of new school plants and their economical operation. Cyrus M.



1955 Board of Directors, National School Boards Association, Inc.

Clockwise around the table, beginning with N.S.B.A. President O. H. Roberts, Jr., Indiana (far side, hands clasped), are: Maurice E. Stapley, Director, N.S.B.A. Community Conferences on Education, Indiana University; Carl B. Munck, California; Second Vice-President Dr. Taylor T. Hicks, Arizona; Mrs. Oscar E. Hedin, Minnesota; Cyrus M. Higley, New York; J. H. Woodall, Sr., Georgia; Robert E. Willis, Florida; Immediate Past President J. G. Stratton, Oklahoma; S. E. Bro-

goitti, Oregon; Mrs. Preston Scott, South Dakota; Treasurer Everett N. Luce, Michigan; First Vice-President Mrs. H. M. Mulberry, Illinois; Victor Macdonald, Connecticut; Joseph Hamelink, Wisconsin; Mrs. Olon Rogers, Texas; N.S.B.A. Executive Secretary Edward M. Tuttle, Illinois. Board members not in the photograph include Grant L. Stowell, Idaho; Alvin A. Swenson, Pennsylvania.

Higley, Norwich, N. Y., stated that a sound finance policy must assure ample educational opportunities for all children and must include long-range elements to adjust the annual budgets to economic and social changes. Mose W. Glosserman, Lockhart, Tex., outlined a process for evaluating the local school system, its services, its administration, its staff—all for the improvement of its quality and of the end product, the education of the children. Victor Macdonald, Windsor, Conn., closed the session with an account of the public relations program which has enabled the Windsor school committee to expand vastly the local school services. A sound public relations program, he concluded, is basic for the continued growth of any school system.

#### Educational Television

St. Louis's answer to the difficult problem of organizing, financing, and operating an educational television station was presented to the convention in a series of addresses by Martin Quigley and his two associates of the staff of KETC, the newly organized St. Louis Educational Television Station. The station is financed by gifts from local organizations and public-spirited individuals and receives a fee of \$1 from public and private schools for each child enrolled on the elementary and secondary levels. The programs include instructional materials in the basic subjects for children and academic telecasts bearing college credits for adults. A Commission representing all the major groups served in the area directs the station's activities. The School Boards Association received a citation from the National Educational Television Commission for aid and encouragement given

#### White House Conference

The agenda of the White House Conference on Education, to be held at the end of November, 1955, will climax the state educational conferences held in 50 of the states and territories. According to Clint Pace, director of the committee in charge of the Conference, the preliminary agenda of the meeting are intended to take up six major aspects of the current educational problems: (1) What should the schools accomplish, particularly at the elementary and secondary levels? (2) How should the schools be organized? (3) What are the current school plant needs, and how may they be met? (4) How may the present shortages of qualified teachers be met? (5) How may the schools be financed to fully meet the needs? (6) How may continuing public interest in education be developed and maintained? The Conference, said Mr. Pace, is to be limited to 2000 delegates and the deliberations are to be submitted to the President in the form of recommendations for meeting the significant and pressing needs.

#### Officers for 1955-56

The Association elected the following officers for 1955-56:

**President**—O. H. Roberts, Jr., Evansville, Ind.

**First Vice-President**—Mrs. H. M. Mulberry, Chicago, Ill.

**Second Vice-President**—Dr. Taylor T. Hicks, Prescott, Ariz.

**Past-President (ex-officio)**—Jesse G. Stratton, Clinton, Okla.

**Treasurer**—Everett N. Luce, Midland, Mich.

**Directors**—(one year) Victor Macdonald,

Windsor, Conn.; (two years) Alvin A. Swenson, Philadelphia, Pa.; (three years) S. E. Brogoitti, Helix, Ore.; (three years—re-elected) Mrs. Olon Rogers, Houston, Tex.; (three years) Robert D. Willis, Bradenton, Fla.; (three years) John H. Woodall, Woodland, Ga.

The Association agreed to hold its 1956 convention in Atlanta, Ga., preceding the A.A.S.A. meeting.

#### ALTON BUILDS

The school board of Dist. No. 11, Alton, Ill., has been engaged since 1953 in a progressive building program, involving elementary and junior high schools.

A bond issue of \$4,931,000 was approved in 1953 for the erection of five elementary schools, two junior high schools, a stadium, and additions to five schools. A total of 1100 pupils will occupy new classrooms as of November, 1955.

In January, 1955, the board let contracts in the amount of \$1,182,000 for the construction of a 38-room junior high school. This building will be completed and occupied in September, 1956.

#### RENTAL LIBRARY

In Owyhee County, Idaho, a rental library has been established for the rural schools. The county superintendent calls on each rural school once a month, shows two films, and produces a box of the latest books. The books which are new and attractive, may be kept by the school for two months. At the end of that time they are collected and passed on to another school. The plan is considered an improvement over the old plan which allowed books to remain on the shelves until they were too old and out of date to be attractive or useful reading matter.



# Rules of the Board vs. Rules of the Superintendent

STEPHEN F. ROACH, Ph.D.

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Vice-Principal, J. J. Ferris High School  
Jersey City, N. J.

The determination of school district policies is rightly considered one of the primary functions of a school board.

Of only slightly less importance in this regard—in the eyes of many authorities—is the formulation of board policies in written form. This conscious formalizing of the results of board deliberations has many points in its favor.

One of the decided advantages of written board policies is the opportunity thereby offered for a board to close the gap—which often exists unperceived—between those aspects of district operations that the board *intends to encompass* by its rules and regulations; and those aspects which a judicious analysis (as is readily possible with written policies) actually *was* covered by the existing board rules.

An excellent example of the unperceived existence of such a “gap” occurred in a case<sup>1</sup> recently decided in the Montana Supreme Court.

## Facts of the Case

On August 28, 1948, a teaching contract was entered into between Hovland and School District 52 of Stillwater County, Mont. The contract—under which Hovland was assigned to teach in the Absarokee High School, beginning about September 7, 1948—provided, in part: “That this contract and the rights and . . . obligations of the parties thereunder shall be governed by the laws of the State of Montana, and by the rules and regulations adopted by the Board of Trustees of the District, which are made a part hereof by reference.”

On November 8, 1948, in a letter addressed to the district trustees, the district superintendent of schools said, in part:

I recommend that you discharge Mrs. Gladys M. Hovland from the position of teacher in Absarokee High School for lack of co-operation with the Superintendent of the Absarokee Schools.

Following are some instances of lack of co-operation. From the first day of school she began complaining about the way the high school was run and has never failed to complain about many things. She just started in to complain the first day about taking her turn staying at noon hour one week each month as requested by the superintendent.

Since which time she has complained about something at most teachers’ meetings.

The letter, which took up five pages of the court transcript, continued throughout in much the same vein.

On November 15, 1948, the board of trustees discharged Hovland.

Hovland was unsuccessful in her appeals to the county and state superintendents that the discharge had been in violation of the contract. She then took the controversy to the courts, where she sought to recover the salary lost as a result of the allegedly wrongful discharge. The trial jury, after hearing the testimony, returned a verdict in Hovland’s favor in the amount of \$2,053.34.

The school district was now appealing this verdict.

## The Issue

The basic issue was simple and clear-cut: Was the action of the board in discharging Hovland legal and proper?

Allied to the basic issue, though, was a second issue: Was the charge of “lack of co-operation with the superintendent” a sufficient ground for the discharge of the teacher?

While the two issues are of particular significance to all Montana school districts, it is probably correct to say that the second issue will also be of interest in many other jurisdictions.

## Findings of the Court

In its opinion, the Supreme Court noted first that in the lower court action the trial judge had, “without objection, properly” instructed the jury that existing Montana statutes “give a school board the right and power to discharge a teacher for only the following causes: (1) Immorality, (2) Incompetence, (3) Unfitness, (4) Violation of Rules. And, therefore, [the instruction continued] if you find from a preponderance of the evidence that the school board dismissed the plaintiff on any ground than those listed . . . then you must find that the school board breached the contract with the plaintiff.”

It will be recalled that the jury had then decided that such breach of contract had in fact occurred.

The present court then commented that the “rules,” for the violation of which the board had the right and power to discharge,

were those referred to in the contract, viz., “the rules and regulations adopted by the Board of Trustees. . . .”

But, the opinion continued, while the evidence showed that the school board had based its discharge *solely* on the ground that Hovland had committed a “violation of rules,” the rules allegedly violated *were those of the superintendent*, not those of the board. And further, nowhere in the evidence was it either alleged or proved that such “rules of the superintendent” were part of the “rules and regulations adopted by the Board of Trustees”—which latter rules were admittedly a part of the contract.

In verification, the court pointed out that the testimony of the only school trustee to testify showed that Hovland had been discharged on the basis of a charge of “non-cooperation.” This charge, it will be recalled, had been brought by the superintendent. “A reading of the entire record leads to but one conclusion and that is: Plaintiff was discharged solely for alleged lack of cooperation or non-cooperation with the said superintendent of schools, in failing to obey certain rules he laid down.”

Since Hovland’s contract had not provided that she could be discharged for “failure to cooperate with the superintendent”—though she could, of course, be discharged for any of the four causes specified in the statutes—and since it was not evident *from the existing rules and regulations* of the board (which had been made a part of the contract) that failure to so co-operate constituted a ground for discharge, the court therefore held that the board’s dismissal action was an arbitrary one, and constituted a violation of the contract.

Therewith the present court affirmed the judgment of the trial court and held the action of the board to be unlawful.

## Significance of the Case

In addition to pointing out—at some expense to the district, it will be noted—that the board’s concept of the relationship between rules of the board and rules laid down by the superintendent was not in compliance with the law, it would appear that several significant legal principles are suggested by this opinion.

First. There is a legal distinction between rules and regulations adopted by a board of education and a rule laid down by the superintendent employed by the board.

Second. In the absence of evidence to the contrary, “rules” promulgated by its superintendent of schools are not a part of the rules and regulations adopted by a district board.

Third. Where the discharge of a teacher is involved, the act of dismissal, by the employing board, is to be in strict compliance with the pertinent statutory provisions.

Fourth. When a teaching contract specifically provides that the rights and obligations of the contracting parties are to be governed by the rules and regulations of the employing board of education, a violation of a rule laid down by the board’s superintendent of schools does not, *per se*, constitute a violation of the cited contract provision relating to the rules of the board.

<sup>1</sup>Hovland v. School Dist. No. 52; cited as 278 P. 2d 211 in the National Reporter System.



# The Problem of Order in the New School

**JAIRUS J. DEISENROTH**

Assistant Principal  
Bloom Junior High School  
Cincinnati, Ohio

New school situations are often loaded with a surprise potential which even the experienced schoolman does not anticipate. This applies to the community which employs a new man for an established school; and more so, perhaps, to the community which has created another school, particularly if it is a junior or senior high organization which is drawing from two or more neighborhoods. Many of these surprise situations may be discovered and met long before the day of dedication, if the administrative head and staff have done some extra groundwork.

I recall the new consolidated high school built by three eastern Pennsylvania school districts. I was associated with this endeavor as a member of the administrative staff both before and after the consolidation was effected. One morning the superintendent had called to his attention the fact that some fifty of the high school boys had not appeared for school. The boys came from one area of the community in which the families were engaged in mushroom culture. Fortunately a few of the staff were old-timers in the neighborhood and helped the administration by reminding us that today the mushrooms were ready to pick.

The fathers of these boys needed extra help on such days. They were needed today, not tomorrow. Mushrooms require picking the day they pop out of the rich beds in which they have been growing so quietly.

So it was not truancy, nor a circus. Just mushrooms. Then the matter came to a quiet close when each family wrote a proper note to the school, indicating the need for the boys at this critical juncture.

## Neighborhood Conditions

The same condition might well obtain in any agricultural community, or nearly any community which is deeply committed to one industry or occupation. Nor would the condition always be related to matters of production or distribution of goods.

Consider the religious backgrounds of the youngsters who are coming into your newly organized high school. Are there many Roman Catholics or Jews in the

neighborhood? If so, you should expect some absence on certain feast or fast days. The smart school administrator knows which days to count on for such absence. And he has lots of help these days if he consults calendars which are issued to cover just such contingencies. The administrator may then come from any distant community and still be apprised of the reasons for school absence.

Perhaps a sport is quite the vogue in the neighborhood: baseball or rabbit hunting, for example. Opening day of the big league season is a hallowed business to us Cincinnati school people, who are willing to go to school at the crack of dawn in order to be excused in time for the first pitch in the afternoon at Crosley Field. And many a teacher in rural areas yearly faces decimated classes when the rabbit season opens.

Much of this is understandable, even to the beginner in school administration. The old teachers will say, "Wait until the Jewish holidays, if you want to see some absence." And the new man is ready for it. The same for sporting events. Ditto for circuses, military spectacles, and other crowd-drawing observances.

## Varying Conceptions of Order

Much as I like to think that the graduate courses in administration cover such eventualities, I feel that there are still finer nuances, which, in the intensity of doing research projects in preparation for the new school, may be missed, to the inconvenience or annoyance, or even permanent injury of the entire school and community. Such important items as pupil interests, occupational statistics, college-bound percentages, and other vital factors in preparing for the new organization, need no stressing here. Much has been said and done to indicate both the need and the methods. But schools are mushrooming so fast today, it is not impossible that some vital factors may be overlooked.

Specifically, I am not sure that the matter of order in the newly organized school is always understood in time to be of use in these first few months of the institution's life. Should this doubt be based on

a moderate incidence of sad experience, it should be a desirable purpose of every man in charge of a new school to learn quickly and surely what conceptions of order he may find among the various pupil groups when school opens.

Viewing a downtown neighborhood, in which a junior high school has served well for many years, one can see that without this knowledge of the pupils coming from various schools the school could possibly do great harm to the spirit of both the pupils and the communities from which they come. Even teachers, coming as they do from varying backgrounds of experience, may suffer because of the lack of information. All of us know elementary schools which have a great tradition of social service to their children; where the physical and emotional needs of the school are uppermost in the minds of a sensitive staff. We know, too, the school which turns out very fine junior high prospects, but which has never given up their basic philosophy of teacher-imposed discipline; and the school which has striven through the years to develop boys and girls who are self-reliant almost to a fault.

## Do We Know the Children?

It would be difficult to criticize any of these contributing schools, who are producing fine young men and women, citizens, in their own ways. Better by far to study the schools and their communities to learn firsthand just what kind of boys and girls we are receiving, as well as the things that make them tick in the school situation. School order and discipline, both in the specific matters of gross violation of decency and the varying mistakes of boys and girls, are part and parcel of the training they bring to us in the new schools. And we should know about this training if we would succeed with them.

Too long have we given a mild word of agreement with these ideas, winding up by greeting the new pupils with a courtesy and a casualness which obscures the fact that we know little about them but their age, weight, height, and I.Q. It is incumbent upon those who organize the new school to know enough about the discipline patterns of the contributing schools to be able to make of these diversified experiences an understandable pattern which will make for maximum growth for the greater number into the life of the junior high school.

This knowledge should be patent in a

school such as the one in which I labor, which has been operating as a junior high school since the early days of the movement. However, I personally would shrink from the prospect of walking into a job in a newly organized school, without having first learned of these important matters of discipline and order in the schools from which we would draw our pupils. It would be potential dynamite for a well-meaning administrator to go into the new school blandly assuming that his conception of discipline is of the all-purpose kind, flexible and adaptable in any situation he meets.

### Changes Children Will Meet

There is the temptation to shrug off this problem by saying that children are children wherever found. This is generous, but fatuous, and not practical in these days. Even one child is a whole bundle of children if viewed from hour to hour and day to day. It looks to me, then, that such measures as the detention room, corporal punishment, denial of privileges, and other well-known means of bringing about order in a school, may not be the answer in your new school. Only Providence knows the day before school opens which pattern will fit the school best; and if we are to learn it even in the first month of school, we had better get the facts in time to use our knowledge when the doors open for the first time.

Many a schoolman has been surprised by the visitation of otherwise co-operative parents, who come demanding to know why the new principal did such and such a thing to their John or Mary, when it never had happened in the elementary school. Likewise many a pupil group is given a rude shock if it has been brought up in a permissive school and is now subjected to the rule of a benevolent monarch. And it is well to consider the plight of those parents who feel that their children have been inducted into a strait jacket regimen; or that other group who may feel that their offspring do not deserve a school experience in which a near anarchism prevails. Unless we know what we face, we are, to put it mildly, damned if we do and damned if we don't.

Must we resort to a uniform hardness of discipline until we can understand the needs of our student body? Must the new school suffer months or perhaps years of conflict and suspicion until all the wrinkles are ironed out? I think not.

### Studying the Neighborhood

I would suggest the following points as worthy of study by those appointed to head a new school organization, if they wish to have even the barest useful outline of knowledge about their new charges.

First, of course, every administrator chosen to work in a newly organized school of the kind suggested should make it his business to abandon all other pursuits in

## HEADS NEW YORK BOARD



Charles H. Silver, who has been elected president of the New York City board of education, was appointed to the board in 1952 after a career in business and philanthropy. He was elected over his opponent William J. O'Shea who became a member of the board last month. He will fill out the unexpired term of Col. Arthur Levitt, which terminates May 10.

order to gain the information needed. This means, perhaps, giving up the summer job or the trip to Alaska this year. It may be that he will want to live in the new community, if it be distant from his home.

Next, the new appointee should provide himself with a good pair of walking shoes, a courteous but inquiring manner, and the desire to learn from anyone and everyone he meets in the new communities, from the mailman and policeman to the PTA folks and the Kiwanis members.

Beyond this more or less social coverage of the new area and its people should be a third requirement, that of spending one or more days in each contributing school, in order to gain the specific information about which we in this article are concerned. For in no other way can a man learn of the things that make the boys and girls from School X and School Y act as they do.

At these schools he should mix with the staff at their lunch periods and staff meetings. He should sit in with the deans and counselors, the principals and the assistant principals, as they deal with pupils from morning until late afternoon. He should time his visit to coincide with a PTA meeting, which he would attend. He should aim to met those school personnel who render special health and other services. If there is a student council or other pupil advisory group, he should make it his business to sit in on a meeting in order to gain an impression of the amount of controlled freedom there is in the school.

Are there music and dramatic groups? Our new man will want to see and hear these pupils in action. He will want to talk with the custodians and the engineers, the candy-store proprietor on the corner, and the neighbor with the fine lawn and beautiful flowers.

### Toward a Philosophy of Order

In short, our new administrator will want to come away from these contributing schools with a real mental picture of the institutions and the discipline under which their pupils have been living. Indeed he might well have taken some Kodak snaps of the building, the surrounding neighborhood, the recreational facilities, movie houses, and churches.

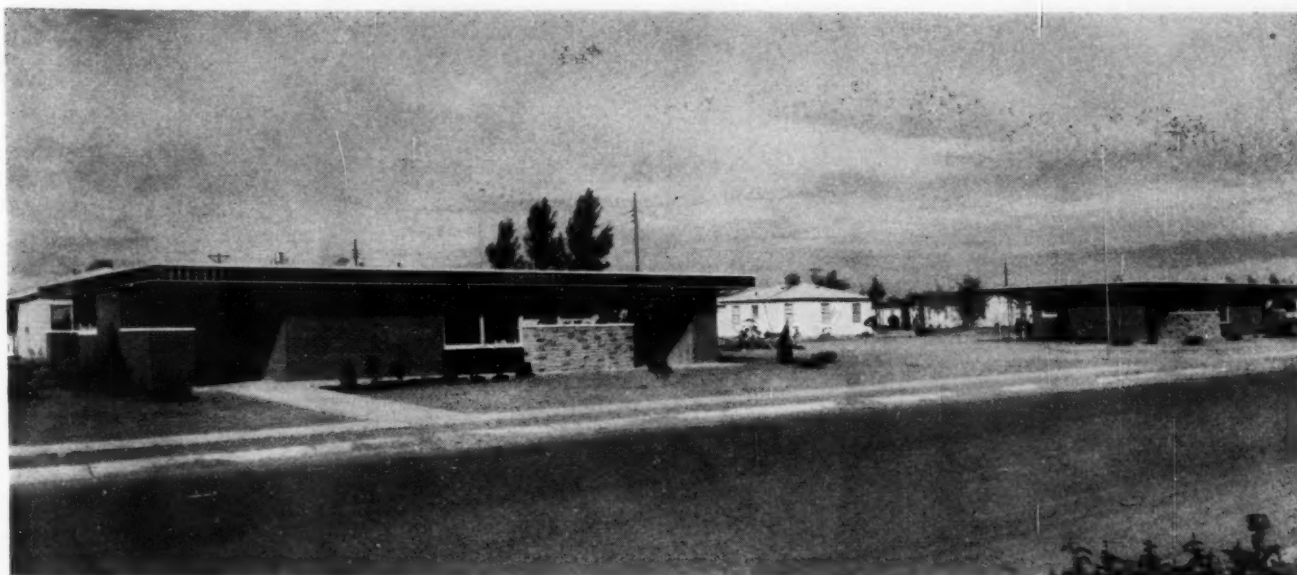
A visit to the juvenile court and the local police in the various areas will help him to appraise the delinquency problem he might face in September.

I visualize this task to be more than just a one man job. It should require not only the executive head, but as many other staff members as can be brought into the picture. Further, I would assume that the authorities of the new school district would make suitable arrangements with the new man that will leave him unembarrassed financially were he to give up substantial income possibilities to do this work. Too, an expression of good will by his present employer would be indicated in helping the man to make the on-the-spot visits to schools in action.

With a program something like what I have suggested here, the new administration should be able to approximate a well-grounded philosophy of school order which no critical observer would dispute, and there should be a learning situation in the school that will be of immediate benefit to the children. It should result in less need for punitive action in handling the children, a reduction in the incidence of angry parents, and fewer retreats on the part of the administration.

On the positive side there should be good progress toward the goal of justifying the existence of the new school; and a steady promotion of the best interests of the community by means of right and skillful handling of the children. In this way an expensive community investment in the education of young citizens will have a fifty-fifty chance of paying dividends early in the history of the school.

Perhaps this one matter of planning a suitable school order supersedes for the early months of the first year all other considerations, important as they may seem. And when all concerned see that school morale, which is a reflection of the community's attitudes toward the school, has risen to a high level, it will be obvious that the time spent in learning at the grass-roots level in each contributing school has been well spent.



Carlsbad Cottage Schools, Carlsbad, New Mexico  
— Kern Smith, Architect, Carlsbad

For the Tiny Tots —

## Carlsbad Cottage Schools

### *Bridge the Gap from Home to School*

Two cottage school buildings of unique plan and construction are being used by the Carlsbad, N. Mex., public schools to test a number of educational methods in preprimary and primary education and to provide surroundings which will ideally bridge the transition from home to school. The educational program has been developed by the administrative staff and translated into the physical plants by a member of the board of education, Virgil O. McCollum and Architect Kern Smith. The buildings serve the children of the Parkview area, a new residential section hemmed in by busy main thoroughfares and a railroad line and removed a mile from the nearest elementary school building. The units which cost \$19,250 each, without the land, are constructed of red brick, native stone, and clay tile, with insulated roofs and asphalt tile floors over concrete bases. The sinks, toilet bowls, drinking fountains, cabinets, chalkboards, workbenches, movable tables, bookcases, and chairs are all of child size.

The buildings are extremely attractive in design and plan and the rooms are particularly well lighted and quiet. Teachers and members of the school staff are convinced that the buildings are so homelike that



School board member Virgil O. McCollum (left), who originated the idea of primary schools, and architect Kern Smith study the two-unit, cottage school plans.





Children can easily concentrate in the unusually quiet atmosphere.



they serve as perfect settings for the pre-school and the primary school activities which are carefully worked out to bridge the gap between home and school and to develop those attitudes of work and study which will make for successful school attendance. The parents of the district are

enthusiastic concerning the buildings, not merely because they are close to the homes and permit safe travel to and from school, noonday home lunches, but most important, because they are giving the children a nearly ideal introduction to their school lives.



↑ Carlsbad Cottage Schools, Carlsbad, New Mexico. — Kern Smith, Architect, Carlsbad

← This happy grin shows the boy's satisfaction at being able to bend over "his" drinking fountain.

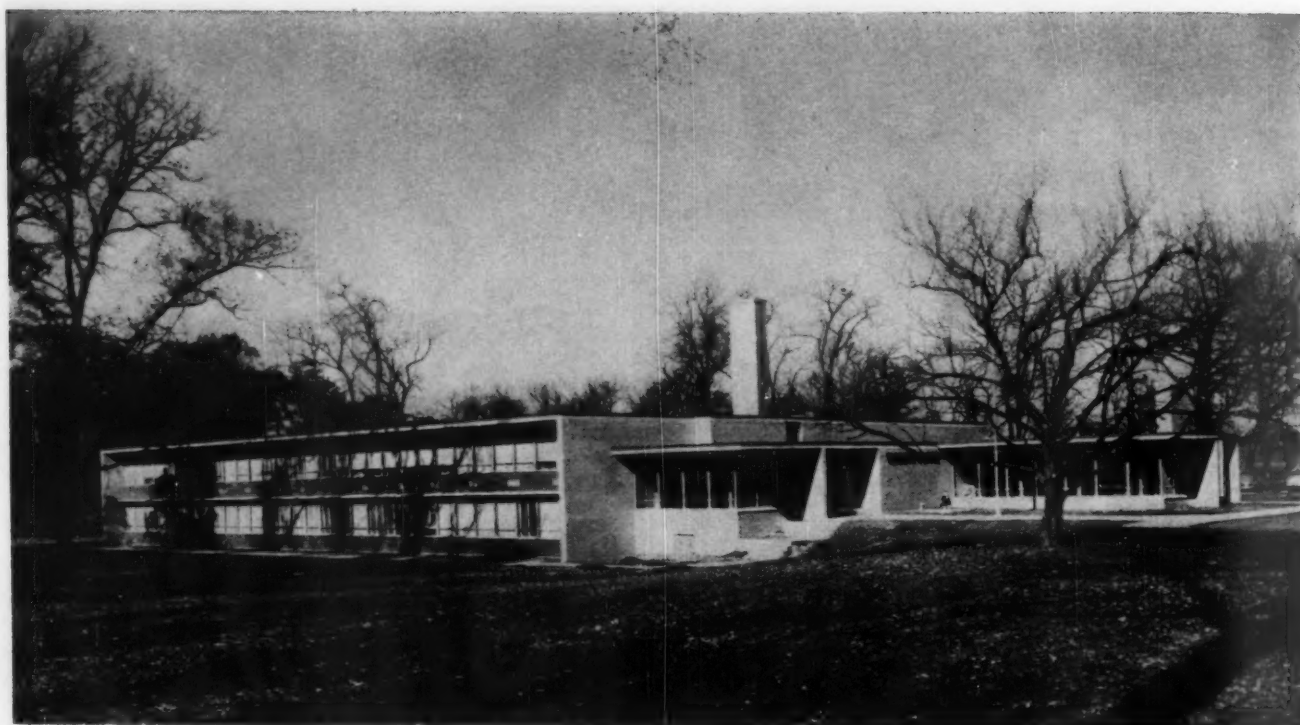


↑ The teacher can instruct one small group and still supervise pupils working at other assignments.

← "Pint-sized" furniture and equipment delight the youngsters who no longer have to stand on tiptoe or totter on boxes to reach the top.

↓ The homey, well-lighted building makes the child's introduction to school a happy, exciting experience.





*Emerson Elementary School, Elmhurst, Illinois. — Cone & Dornbusch, Architects, Chicago*

Completed Before Needed —

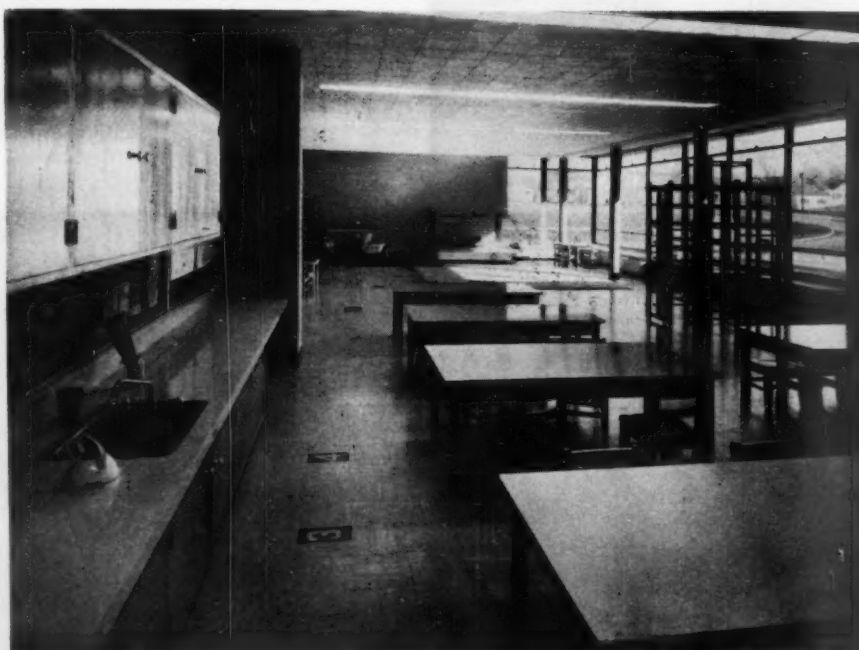
## Emerson Elementary School, Elmhurst, Illinois

Emerson Elementary School in Elmhurst, Ill., represents a school system's aim, in a rapidly growing population area, to save itself as much as 50 per cent in the construction of future classrooms, and a practical, satisfactory solution by a progressive firm of architects.

According to Maurice C. Turner, superintendent of schools of Elmhurst, the reaction of school personnel and public has been excellent. After the test of a semester's use he thinks that the ideas incorporated into the design of the Emerson School by the architects, Cone & Dornbusch of Chicago, and especially their basic concept of enclosing space for future needs is "not only sound practice economically, but allows for quick expansion when a sudden and unexpected influx of pupils overcrows the normal school facilities."

Evaluation findings thus far available, indicating that parents and Elmhurst citizens agree, is expressed, as he says, in their one hundred per cent participation in PTA and their enthusiastic support of recent bond referendums.

Emerson School got its 13 classrooms (the maximum number considered expedient under the Elmhurst school system) where it was originally thought possible to plan only for seven budgetwise. This school building was designed for an expansion to 10 rooms and still later to 13 on an original



Separate work and play areas, a corner fireplace, direct access to the out-of-doors, and a south exposure combine to make the kindergarten a very pleasant place to be.



planning for seven rooms. Planning was influenced by the rapid growth of a contiguous housing development in the neighborhood which made the school board feel that the construction of 10 rooms was immediately necessary and probably 13. By designing the Emerson School in the manner which the architects employed, and because of the accuracy of the architects' original estimates, the shell was built within the original bond issue from contingency provisions normally made.

Where uncompleted future classrooms and other areas exist in the building, school administrators at Elmhurst have made excellent active use of the enclosed unfinished space. After-school scout meetings, committees, and PTA groups meet in the rooms. Orchestra and band instruction is given in them and so on.

The Emerson School provides for kindergarten through sixth grade and serves north Elmhurst. In keeping with the interesting



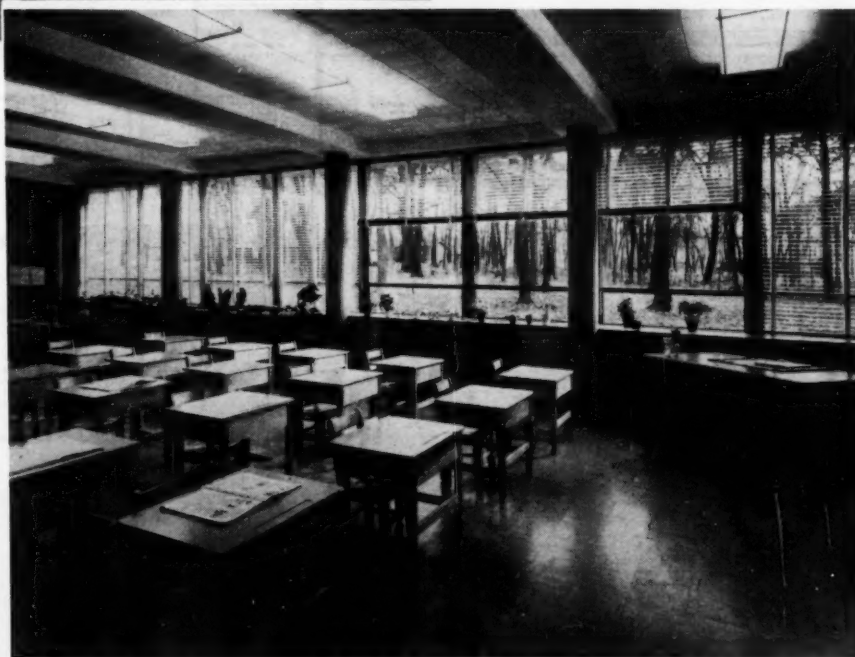
↑ Vista windows and lovely natural finish fur panelling make the furnished lobby and entrance hall ideal for meetings and handling the overflow from groups using the multipurpose room.



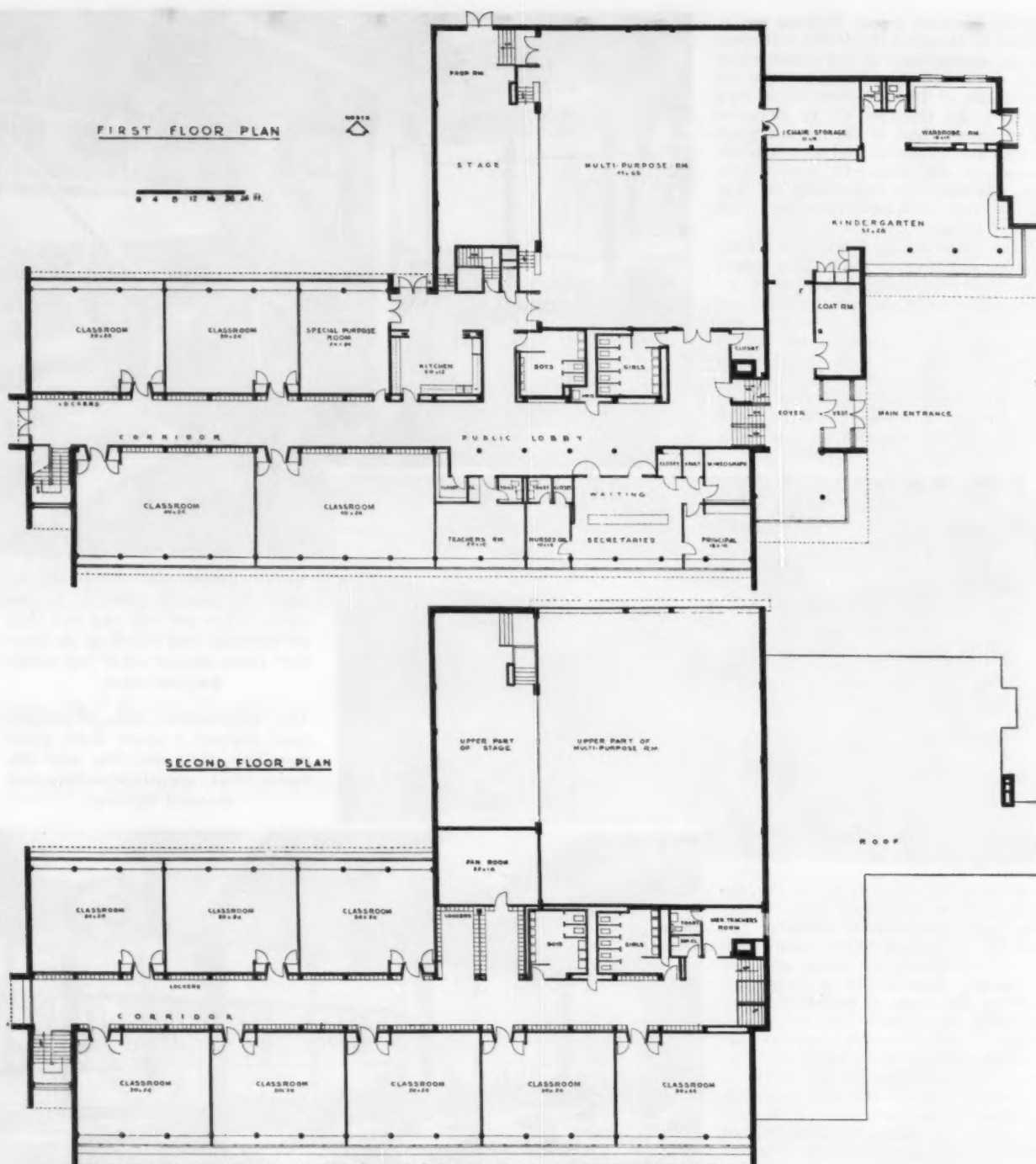
← The gymnasium and all-purpose room features a maple floor, wood panelling, light directing and diffusing block, acoustical ceiling, and recessed lighting.

wooded and hilly contours of the site, the Emerson School is tri-level with the entrance and kindergarten on mid-level. The school has an area of 33,065 square feet. It is a combination of single and two story design, contemporary in feeling and embodying the newest of successfully tried school-plant construction features.

Emerson is of reinforced concrete and completely fireproof. Brick cavity wall construction was specified by the architects and face brick, glazed tile, wood paneling, and concrete block are some of the materials used. The building has been designed so that all elevations are equally dramatic in approach, with ample separated play areas provided. Classrooms are of painted concrete block planned for ease of maintenance, with interior partitions allowing sufficiently for flexibility. Acoustical ceilings are used throughout. Supplementary lighting in the classrooms and corridors is by means of fluorescent fixtures. Color systems were planned in combination with lighting and fenestration to reduce glare and eyestrain and to allow a pleasing variety. Each classroom has a minimum of 30 feet of cabinet space, with closed spaces under windows. Drafts are eliminated in the fenestration planning by the use of no-draft ventilation in combination with unit ventilators. The gymnasium has a complete



The cheerful, self-contained first-grade classroom is designed with asphalt tile floor, acoustical ceiling, fluorescent lighting, cork board on one wall and combination chalk and cork board on two walls, sufficient storage space, and a teacher's closet.



Emerson Elementary School, Elmhurst, Illinois — Cone & Dornbusch, Architects, Chicago

mechanical ventilating system and maple floors, stage, and auditorium facilities, and adjoining lavatories.

Emerson, like other Elmhurst elementary schools, has a kitchen, all-weather parking on the school site, surfaced outdoor basketball courts, soft ball diamonds, and backstops as well as complementing equipment.

There are three large classrooms (25 by 40 ft., each) to serve lower grades. A 28 by 50-ft. kindergarten occupies a one-story wing and has separate entrances and wardrobe facilities. A public lobby opens from

aluminum and glass entranceway partitions and doors. There are a kitchen, nurse's room, teachers' room, and special-purpose room (unfinished) and administration offices.

Elmhurst parents expect more than the three R's from their school system. In addition to academic subjects, emphasis is placed on art and music, a sound program of health and physical education. Special curriculum offerings include band, orchestra and vocal instruction, student assemblies, an extensive health and physical education

program, visual education, speech correction, and guidance counseling.

The board has long adopted a program of providing a school building which serves as a community center in each district. For the purpose of securing a better school-pupil-home relationship, Emerson, as the other Elmhurst schools, serves an area of approximately one square mile or about 500 pupils. Emerson then is a community recreation and civic center as well as an educational institution.

(Concluded on page 98)



*The McBroom School, St. Marys, Ohio — Strong, Strong, & Strong, Architects, Lima*

### A Special Problem Solved —

## The New McBroom School

**HAROLD M. COOK**

Superintendent of Schools  
St. Marys, Ohio

A school building may be considered an architectural success if it serves the immediate and prospective educational needs of the school and of the community for which it is planned. The two years of occupancy of the McBroom School, St. Marys, Ohio, have proved the wisdom of the board of education and of the school administration in planning this building to (a) house the seventh and eighth grades of the city, (b) provide art, physical education, health clinic, and cafeteria facilities for both the elementary and high school, and (c) enable the interchange of the school staffs for the well-rounded program of studies, particularly in art, music, industrial arts, home economics, physical education, and auditorium activities and noon lunches.

In our opinion the St. Marys schools have gained many of the physical and personnel advantages of a six-year high school without taking on the shortcomings. Both the high school and the McBroom School have an administrative head, and only the scheduling of classes in the special rooms used by both schools are co-operatively planned by the two principals.

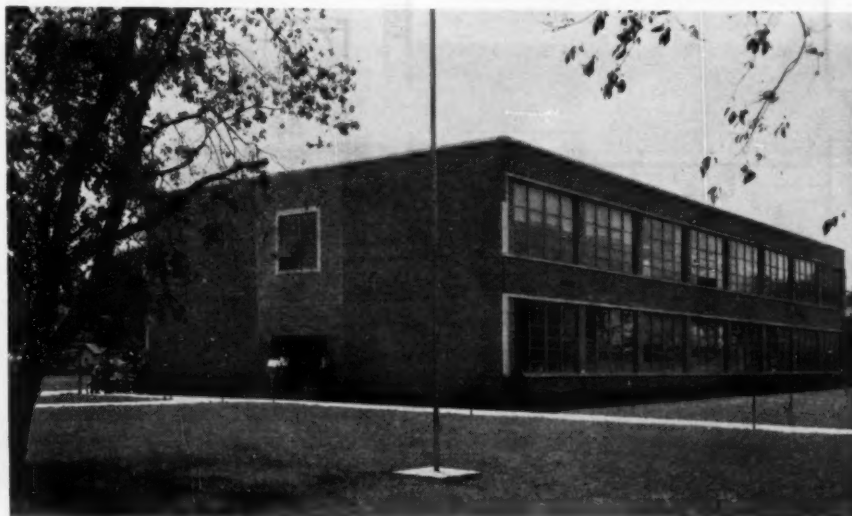
The McBroom School was built with the proceeds of a bond issue of \$526,000, passed in 1949. The actual cost of construction and equipment, grading, walks and landscaping, including architect fees, was \$513,013. The per-cubic-foot cost, including the general construction, electrical, plumb-

ing, and heating contracts, was 79 cents. The fact that contractors were not required to meet a completion date made for favorable bidding. The contracts were let in 1951 and the building was occupied in the fall of 1952.

The McBroom School has been planned in three areas: (1) the two-story classroom section which includes eight class-

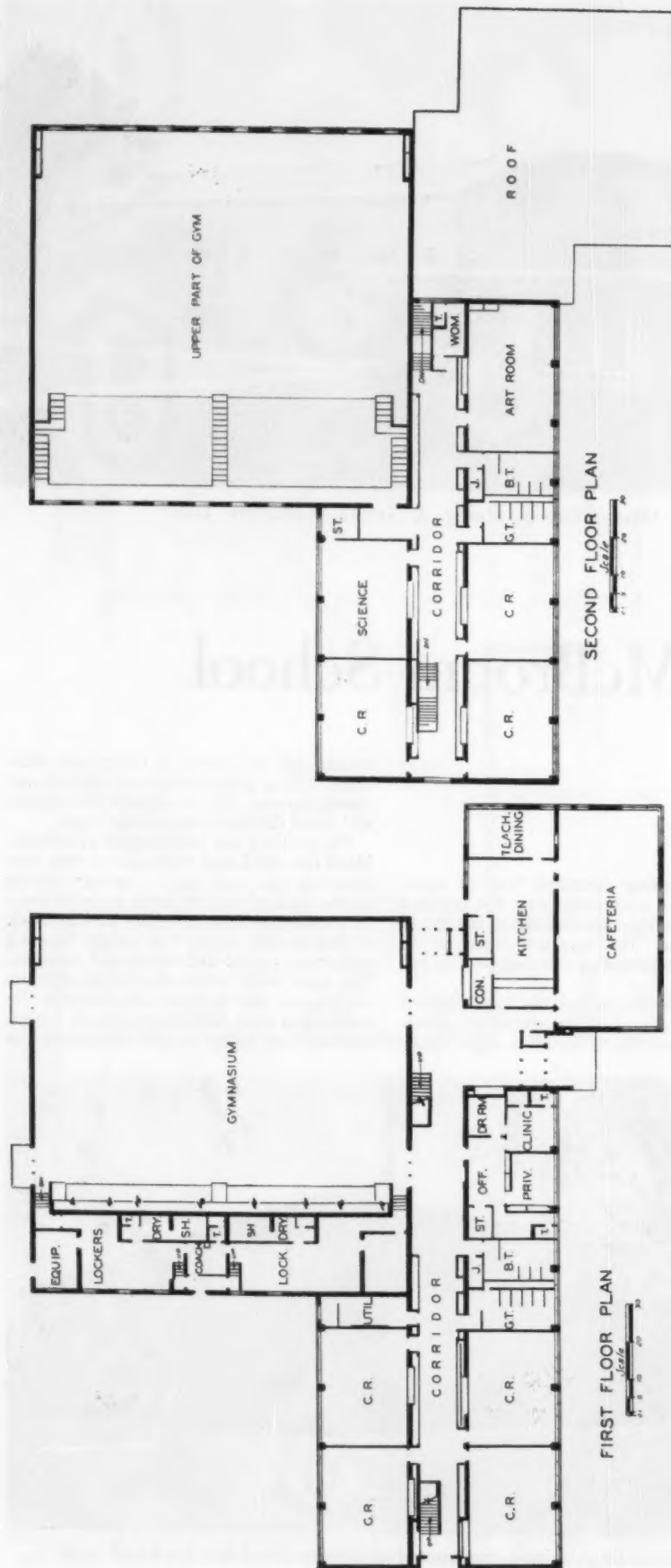
rooms, an art room, a clinic and office suite; (2) a gymnasium with lockers and shower rooms; (3) a cafeteria with teachers' room, kitchen, and storage room.

The building has outside walls of autumn-blend face brick and stone. Cavity wall construction was used, with a mortar coating on the back of the face brick and two coats of waterproof asphalt on the backup block of the outside walls. The weight bearing structure is steel and reinforced concrete. The inner walls are backup block, ceramic tile plaster, and acoustic tile. Ceramic tile wainscot is used throughout. In the toilets, kitchen, and locker rooms the glazed tile

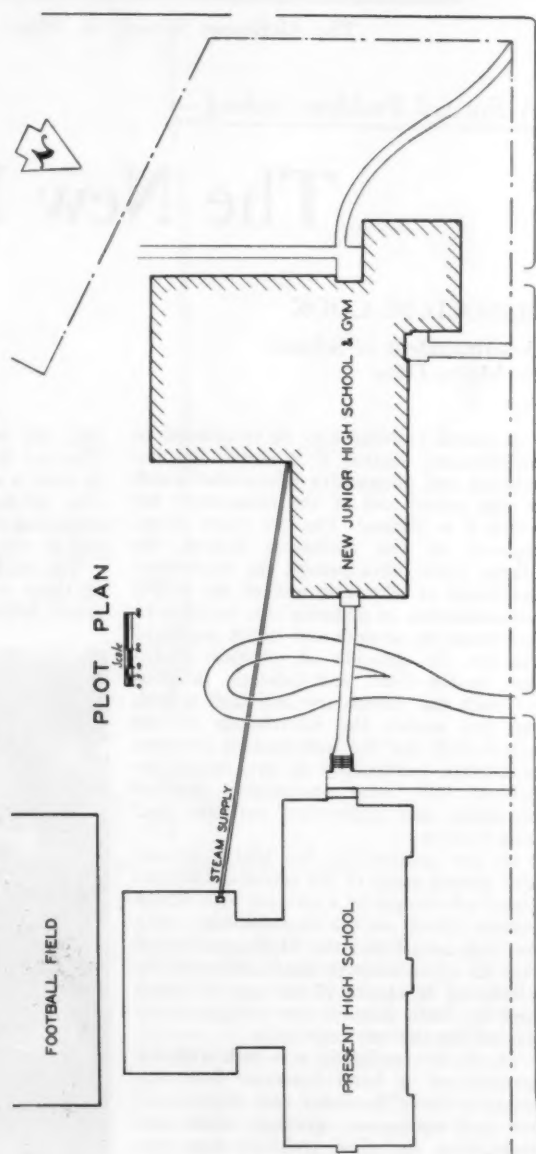


*The attractive exterior is constructed of autumn-blend face brick and stone.*





Plot and floor plans of the McBroome School,  
St. Marys, Ohio. — Strong, Strong, & Strong,  
Architects, Lima



extends to the ceilings. The floor of the corridors and toilets are terrazzo; classroom floors are plastic tile. The hallway and dining room ceilings are acoustical plaster. Acoustical plaster baffles have been built into the hallway ceilings to trap sound.

The classrooms are typical of present-day planning, with built-in bookshelves, closet, bulletin board, and chalk boards. Each room contains the study and reference materials and supplies used by the class. One room is adapted to general science instruction. Acoustical block treatment has been placed on the walls from the plaster ceiling four feet downward.

The cafeteria area has a 27 by 60 ft. dining room for pupils, a 13 by 23 ft. dining room for teachers, a kitchen, and a concession room. The cafeteria serving counter, located across the end of the kitchen, is arranged to close off the dining room so that the latter may be used for instructional purposes before and after the lunch period.

The centrally located office and clinic suite consists of two clinic rooms, a closet, toilet, a general office, principal's office, storage and men's rest room.

The dimensions of the gymnasium are 100 by 100 ft. There is permanent seating on one side under which are located two locker and an instructors' rooms. Fold-away type bleachers on the opposite side of the room increase the seating capacity to 1400. The total play area available with the seating folded is 71 by 100 ft. The walls of the gymnasium are glazed tile to the top of the doors and brickcrete on to the roof level. The roof form boards have acoustical properties on the underside which satisfactorily control sound.

Boys' physical education for the high school and the grades is in the McBroom School gymnasium; all girls' physical education activity for both schools is in the Memorial High School.

Some features of the gymnasium have notable merit. For convenience and easy supervision, the office of the physical education teachers and coach is located between the two boys' locker rooms with glazed connecting doors and windows. Second, a terrazzo border has been constructed around the hardwood playing area. This



**Board of Education, St. Marys, Ohio**

Seated, left to right: W. E. Yoder; Dr. George Place, president; Albert Bulp, clerk. Standing: Fletcher Paglow; William Mackenbach, vice-president; H. H. Cook, Superintendent of Schools. Mr. Bulp has acted as clerk for the past 22 years of his 28 years of service. Dr. Place has been president for the past 17 of his 21 years on the board. Messrs. Paglow and Mackenbach have served 18 years; Mr. Yoder, 16.

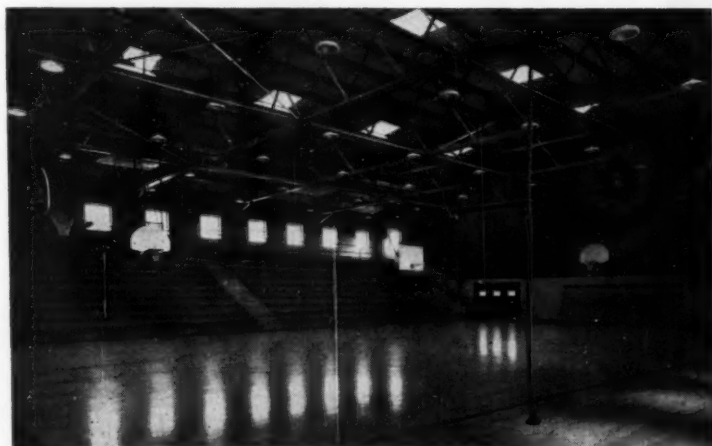
varies from four to ten feet in width and makes up approximately one fourth of the total floor area. This still allows ample hardwood floor area for a basketball court, 84 by 50 ft. or two cross-courts 40 by 62 ft. The cost of terrazzo is much less per unit than the hardwood flooring. Functionally, it serves as traffic lanes, an area for gymnastic equipment, and for activity which would damage a hardwood floor. In addition to the financial saving there will be little or no upkeep for the terrazzo. The third point of note is the 15 plastic dome skylights over the playing area. These furnish ample natural light for physical education except on very dark days. This means a saving in operating cost plus the benefit of natural light. The window areas on the sides are very small. The blinding effect of side windows is overcome, and the need for window drapes eliminated. The skylights have proved satisfactory in every respect.

For athletic contests the classroom area may be closed off by hallway folding gates. To save duplication the toilets are located to serve both pupils and gymnasium spectators.

Color in the wall finishes has been elected for eye ease and to control brightness ratios. Various colored ceramic block tile, mortar and paints have been used in pleasing combinations to add to the aesthetic qualities of the building.

An advantage of the location is the heating of the McBroom and Memorial schools from a single boiler room and by one fireman. A stoker-fed steam boiler has been added in the Memorial building where there was ample boiler room space. Thus, the expenditure for a separate heating plant was not necessary in the new building.

The building has been designed as to allow the addition of four to 11 classrooms without changing the service arrangements or disturbing the present structure.



Left: Special features of the gymnasium include the 15 plastic-dome skylights, a terrazzo border around the hardwood playing area, and the location of the instructors' office between the locker rooms. Right: The classrooms are typical, have acoustic walls, adequate lighting.



Clackamas Grade School Addition, School District No. 64-C, Clackamas County, Oregon — Freeman, Hayslip, Tuft, & Hewlett, Architects, Portland

### A Complete Primary School

## Clackamas Grade School Addition

By making use of native lumber, designers of the Clackamas, Ore., grade school addition held construction costs on the six-room building to \$8.54 per square foot, compared with a national average of more than \$14.

Designed by the Portland, Ore., architectural firm of Freeman, Hayslip, Tuft and Hewlett, the building is of post-and-beam construction, with concrete exterior walls, frame partitions, and a frame roof. It contains five classrooms, a multi-purpose

room, a teachers' room, and other facilities. Total cost was \$94,130, without architect fees and equipment.

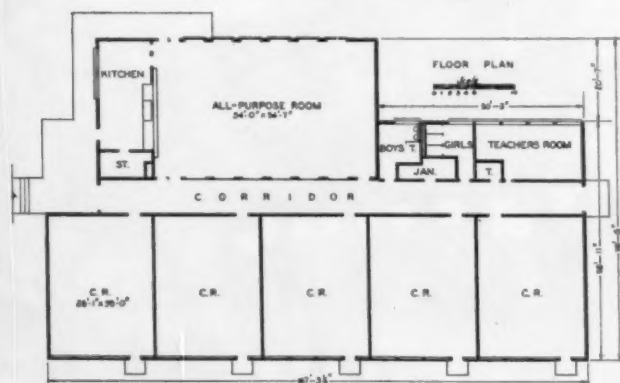
A feature of the addition is the unusual depth of the classrooms—26 by 35 ft. The long axis of the room is perpendicular to the corridor, thus reducing corridor length and construction costs. Almost 400 square feet of corridor space were saved by this classroom orientation. According to Architect Sidney B. Hayslip, this orientation was made possible by the use of Owens-Illinois toplighting which supplements the daylight supplied through conventional fenestration of panels of light-directing glass block over a clear-vision window strip.

The toplighting consists of glass units set in prefabricated aluminum frames. The

(Concluded on page 97)



The unusual width of the classrooms is made possible through toplighting, which supplements the conventional glass block and clear-vision windows.



Clackamas Grade School Addition, School District No. 64-C, Clackamas County, Oregon — Freeman, Hayslip, Tuft, & Hewlett, Architects, Portland



# Landscaping the School Site

J. ROY LEEVY

Purdue University  
Lafayette, Ind.

Landscaping the school site means more than the aesthetic arrangement of trees, shrubs, and plants. Good design applied to school grounds demands utility as well as beauty in arrangement of plant forms, walks, and parking areas.

Yet it should be the concern of every school board to make the surroundings of its school attractive. The best designed school building may be improved considerably by the skillful planting of trees, shrubs, flowers, and grass. Throughout the United States there are many examples of school architecture which could be transformed from ugliness to beauty by appropriate landscaping. One of the functions of a school is to inspire the children and the adults of the community. It is an expression of the ideals of public education. Without proper planting, however, even a new school building may look bleak and forbidding. The problem of the landscape artist is to plan his program in co-operation with the building program and to achieve a harmony of beauty and utility.

## Some Landscaping Problems

An analysis of the selected area's possibilities as a school site should be made at the beginning. This analysis must consider the size and location of the area, the ideal placement of the school plant, and the location of walks and drives, play and garden areas. If the site is small or irregularly shaped, pleasing and functional landscaping becomes a real difficulty.

The analysis of the proposed school site is followed by a topographical examination of the area. In landscaping, the artist must consider whether the soil is fill or a natural deposit. He must study the land lines of the area, the location of curves, and the grades of elevation. No landscape architect would recommend the planting of shrubs or trees in swamps or exceedingly low places without first providing ample drainage facilities.

The topographical survey should also be the basis for the arrangement and location of the walks and drives which lead to various entrances of the building. These avenues should be planned with considera-

tion for the site's landscaping possibilities.

The location of water mains and sewer lines also creates a serious problem for the landscape architect. Sometimes sewers or water mains become clogged and have to be cleaned. If shrubbery is planted directly over a water main or too near the manhole of a sewer, it is difficult to make the necessary repairs and preserve the shrubbery or the trees.

Another aspect in landscaping is a parking space for automobiles or buses. It does not seem wise for the landscape architect to arrange the planting of shrubs and flower beds in the center of the parking area. If this is done, however, curbing or iron railing should be placed around the flower beds or the shrubbery to protect them from cars and other vehicles.

## Use of Plants

Plant forms should be selected and arranged to complement the structure of the school plant as well as to form an attractive view from the building. Adequate space should be provided around the building for the proper ornamentation. Annuals, such as petunias, zinnias, etc., cause recurring expense. The hardy perennials, which require a minimum amount of attention and cost, are preferred.

In the selection of trees, plants, and shrubbery, prime consideration should be given to those which are indigenous to the locality. Native plants are acclimated; they also tend to be harmonious. The educational possibilities afforded in the selection of indigenous plants, trees, and shrubs should not be overlooked. It is valuable for children to be familiar with the trees and shrubs common to their environment.

As many varieties of plant forms as possible should be selected while maintaining a harmony of color, line, and texture. In planning the ornamentation, care must be exercised to avoid a bizarre appearance through the use of exotic and inappropriate plants. The selection of plant forms which are effective and practical is one of the primary problems of the landscape artist. For example, the barberry bush is a low-growing, ornamental shrub

suitable for the corners of walks as well as for borders. Because of its form, however, the barberry should not be planted in open spaces.

## The Mechanics of Planting

In planting, space in front of the building and at the corners of the property should receive special attention. Limited but well-designed areas are preferable to extensive, indiscriminately planted areas.

There are certain precautions to be observed in planting the shrubs. When the plant forms are received from the nursery, they should be kept in a moist place that is not too cold or too hot, until they are planted. This protection will prevent the roots from drying out. If the trees or shrubs have large roots, the hole in which they are planted should be large enough to allow the roots to be straightened. In this way, the roots will not be forced into positions which will prevent the healthy growth of the trees or shrubs. Loose rich soil should be placed under and around roots of newly planted shrubs or trees.

Border planting should consist of shrubs like privet and barberry. This type of plant makes desirable mass formations such as a hedge or a shrub fence. Besides being suitable for mass planting, these shrubs grow rapidly and form excellent borders for school yards or grounds.

In preparing a budget for grounds development, the board should allow 10 per cent of the building's cost for the development of the site. It may be wise to set aside 3 per cent of that amount for the planting. The cost of planting must include soil preparation and drainage, purchase, shipping, watering, and staking of trees and shrubs. Systematizing maintenance labor will aid in cutting budget costs. The intense care and cultivation of the grounds for the first year, however, should be included as a part of the initial cost or budget demands may result in the neglect of the grounds.

## The School Lawn

The lawn of the school site is just as important as the selection and planting of shrubs and trees. Most landscape architects agree that the lawn furnishes the final touch of beauty to the school site.

The kind of grass seed selected for the lawn depends, in large measure, upon the type of soil and climate of the area. In soils which have a sufficient clay content, blue grass is the most practical seed since it has an excellent root system. Once properly seeded this grass can stand ordinary abuse. However, even blue grass lawns cannot endure tramping during extremely wet or dry seasons. Coarse grass, such as timothy, is unsuitable because it is difficult to mow and because it does not have the massive root system so essential to school lawns.

(Concluded on page 98)

# Assistant Principals

THOMAS K. BARRATT

Assistant Principal of Beaty Junior High School  
Warren, Pa.

Assistant principalships are becoming more numerous and more important in the modern secondary schools — and large elementary schools — of the United States. Consolidation of small school districts into single large units and rapidly increasing school enrollments are largely responsible for this growth in numbers and importance. Large schools cannot be effectively handled, administratively, by a single principal. The principal of a school is responsible not only for administration, but also for supervision and professional leadership of his staff.

Employment of properly qualified personnel in the capacity of assistant principal or principals, helps to solve the problem of providing adequate professional leadership and supervision, while not neglecting the administration of the school, or vice versa.

Summarization of attendance reports (in some cases the actual keeping of the reports), conferences with students and/or with parents concerning students' problems and progress, discipline, supervision of the cafeteria, public relations, attendance problems, supplies, requisitions, supervision of club programs and other extracurricular activities, routine office work, and helping classroom teachers in various ways, are all matters which can be effectively dealt with by a qualified assistant principal.

## Part of Administrative Group

Most of these duties are necessary and contribute directly to the maintenance of a satisfactory educational program. They are also time consuming. The principal who has to deal with such matters has little time to spend in such supervisory activities as classroom visitation, consultation, and follow-up; curriculum development and revision; or professional improvement projects.

In addition to the role he plays in handling such matters, the assistant principal should definitely be considered a vital part of the administrative group and should be included in as many of the various activities and duties of the principal as is practicable — both as observer and as participant. Without doubt he should be included in administrative meetings and planning sessions. Through such acquaintanceship with the responsibilities and work

of the principal, the assistant becomes a more valuable member of the group. An assistant principal who is familiar with the processes of administration and the delegation of responsibility, and knows many of the aspects of the principal's work, may be of great importance. He will be capable of relieving the principal of his duties for short periods of time to allow that official to attend important city-wide conferences, conventions, and professional meetings of various types. In case of illness the assistant principal will not only be familiar enough with the work to be able to step in and keep the school running on an even keel, but the staff will already have grown to recognize the authority of this person and there will be no question that professional or nonprofessional jealousy will be aroused over the interim appointment, as might well happen should there be no assistant trained for such emergencies. All large and successful businesses make certain that their training programs are constantly sifting personnel and bringing into being qualified and trained leaders to assume leadership of the corporation in the future. Why should not the schools, which are big businesses in our nation and in any community, provide for their continued growth and improvement through the same plan?

## Qualifications of Assistant

Keeping in mind that it is financially and psychologically sound to be constantly training personnel to be future administrative personnel, there are certain qualifications which should be kept in mind when the selection of an assistant principal is being considered:

1. **Education.** If the person will be in training to assume the principalship, his educational background should approximate the requirements for the principalship. Fate may make him principal the very next day. Future training to eliminate deficiencies cannot be deferred until chance necessitates immediate promotion.

2. **Age.** To insure a full return for the investment made in training, the person should be comparatively young and possess growth potentials.

3. **Attitude.** Professional competence and interest are usually associated with success in the field of administration. It is usually assumed that a considerable amount of patience, self-restraint, and tact is very helpful. A cheerful outlook will also be useful.

4. **Philosophy.** The educational philosophy of the assistant should be largely in agreement with the philosophy of the principal and other administrative personnel, although they need not be identical. Discussion will lead to growth, but constant friction may lead to conflagration. It would be well to remember, too, that the personality of the assistant should be acceptable to the principal and that the principal's opinion concerning his assistant should receive every consideration.

5. **Salary.** Offering a salary in excess of the salary paid the classroom teachers having comparable service and training will probably have two desirable results: (a) It will tend to induce better qualified personnel to apply (may even help some to decide to continue professional studies in the hope of future selection). (b) It will tend to make faculty members think of the assistant principalship as a true professional position and not as dumping ground for unwanted or unpleasant duties.

## Reasons Summarized

The employment of an assistant principal, then, would seem to be feasible for at least five reasons:

1. To act as a training opportunity for future principals, thus tending to insure continuous professional leadership for the educational program of the school.

2. To relieve the principal of certain duties which will provide him with additional time for such necessary activities as supervision and professional leadership projects.

3. To provide additional facilities and personnel for counseling with both teachers and students and parents regarding problems and possible solutions.

4. To aid in the conservation of school funds through insuring proper supervision of the problems of supplies and equipment. Action as a clearinghouse for problems will also tend to make more effective the work of classified as well as teaching personnel.

5. To increase the scope and thoroughness of the activities which can be properly motivated, guided, and explored by the administrative group.



# Debate Quickens on School Building Bills

ELAINE EXTON

As the testimony of educational spokesmen unfolded before the Senate Committee on Labor and Public Welfare it became apparent that President Eisenhower's school construction plan, heralded by Administration officials as "a comprehensive and flexible program to meet the varied needs of 63,000 school districts in 48 separate states" would not solve the nation's school construction crisis and would be of little practicable help in many states and school districts.

## Educators Skeptical

Critical comments read into the record from 37 state superintendents of public instruction as well as in-person reports from representatives of teachers' organizations made plain that, although appreciating the President's recognition of "the undeniable importance of free education to a free way of life" and agreeing that we must "give our school children as quickly as possible the classrooms they must have," many of the nation's educators had difficulty as Clair L. Taylor, State Superintendent of Schools in Michigan, expressed it, "interpreting S. 968 as a bill which would carry out the President's purposes."

As this article goes to press no Chief State School Officer from any state or territory has thus far announced his support of this measure, sponsored by Senator H. Alexander Smith (R., N. J.) and 17 other senators, or its companions in the House—H.R. 3770 (Peter Frelinghuysen, Jr., R., N. J.), H.R. 3812 (Stuyvesant Wainwright, R., N. Y.), and H.R. 3824 (Samuel K. McConnell, Jr., R., Pa.).

Educational witnesses found the Administration's plan, to borrow a phrase from A. John Holden, Jr., Commissioner of Education in Vermont, full of "questionable policies and cumbersome procedures." William G. Carr, executive secretary of the National Education Association, expressed concern that S. 968 provided "too little aid and too much control," while Edgar Fuller, executive secretary of the Council of Chief State School Officers, pictured the bill as "39 pages of intricate, complex procedures, with a pittance of federal funds and with provisions which forecast long delays."

Senator Robert S. Kerr (D., Okla.), for example, described the Administration's program as "a feast for the bond-buyers, but continued famine for the school chil-

dren." Senator Matthew M. Neely (D., W. Va.) likened its provisions to "extinguishing a conflagration with a squirt gun"; while Senator Warren G. Magnuson (D., Wash.) predicted that "buying school buildings on the installment plan, as proposed under the lease-purchase section of the Administration bill, would be the financial ruin of many of the school districts in the state of Washington."

## Schoolmen Favor Hill Bill

So withering was the opposition to President Eisenhower's school aid program that at the hearings' close Senator Lister Hill, Democrat of Alabama and Senate Committee on Labor and Public Welfare Chairman, forecast to reporters that his own direct grant bill—S. 5—which authorizes 500 million dollars of emergency federal aid for school construction for each of two years, with the accent on the neediest of the states, would come out of his Committee with "minor, if any," changes.

Other observers have indicated that a compromise measure might be reported out of this Committee combining features of both S. 5 and bipartisan S. 480, a flat grant bill providing payments to all states over a 6-year period according to the school-age population which is jointly sponsored by Senators Hubert H. Humphrey (D., Minn.) and Irving M. Ives (R., N. Y.) and has two companion measures in the House—H.R. 14 of Representative Carroll D. Kearns (R., Pa.) and H.R. 15 of Representative Cleveland M. Bailey (D., W. Va.).

## Segregation Issue Raised

An amendment to ban federal aid to states which segregate white and Negro children in their public schools is, as Senator Pat McNamara (D., Mich.) phrased it, "the instrument which could defeat the bill."

This issue was first raised by Senator George H. Bender (R., Ohio) who emphasized in questioning two county school superintendents from Georgia "that Congress will be faced with the problem of an amendment providing for nonsegregated schools" and asked if a new private school system is adopted in Georgia, "can the Federal Government under such a system provide federal funds in conflict with the law of the land?"

Neither the Administration bill (S. 968) nor the original Hill measure (S. 5) con-

tains any provision tying school construction aid to the Supreme Court's decision on this matter, but it is thought likely that opponents of federal aid, or either bill, will offer such an amendment from the floor.

The National Association for the Advancement of Colored People is asking that the following amendment be included in any legislation the Committee reports out: "(Each state plan shall) certify that school facilities of the state are open to all children without regard to race in conformity with the requirements of the United States Supreme Court decisions."

Some educators hold that nothing of this nature need be written into the school construction legislation since special provisions of this kind are not included in other laws for grant-in-aid programs and all federal laws must conform to the Constitution of the United States. When this article went to press the Supreme Court had not yet specified what the states and local school districts would be expected to do to meet the requirements of its decision of May 17, 1954.

## Administration Plan

Whatever judgment Congress finally reaches on school construction, the approaches represented in S. 968 and S. 5 seem destined to be debated for months to come. Some of the salient points of each proposal, their attributes, and the objections to them are summarized below.

"For the purpose of meeting the emergency only and pending the results of nationwide conferences," President Eisenhower's school construction message—acknowledged by educators to be the most extensive special message on the subject ever sent to Congress by any President—proposed a four-point program "to widen the accepted channels of financing school construction and to increase materially the flow of private lending through them, without interference with the responsibility of state and local school systems."

The plan, whose object as described by one Administration spokesman is "to provide federal assistance without heavy inroads upon the Federal Treasury," envisages an outlay of 1.1 billion dollars in federal funds to stimulate construction of 6 billion dollars worth of new classrooms by the states and local communities in the next three years. Federal officials estimate that 900 million dollars of this amount would eventually be returned to the U. S. Treasury so that only the 220 million dollars recommended for the grant programs could be considered outright federal expenditures.

As one witness expressed it, "this is not a 7 billion dollar federal program, as widely advertised, it is essentially a \$6,750,000,000 state program, the total federal grants and loans would, even at their peak, be only a small fraction of that amount."



As presented in S. 968, H.R. 3770, H.R. 3812, and H.R. 3824, the so-called Administration bills, President Eisenhower's program for federal aid to school construction offers a four-way approach that in effect implements his statement in this year's budget message that "the Federal Government should serve as an effective catalyst in dealing with the problem of classroom shortages."

### Administration Legislation

The substance of the four titles of these bills as set forth by Secretary of Health, Education, and Welfare Hobby in recent testimony before the Senate Committee on Labor and Public Welfare and the steps essential to carrying them out as outlined by U. S. Commissioner of Education Samuel M. Brownell are presented below:

**TITLE I.** Purchase by the Federal Government of bonds issued by local school districts to finance school construction when such bonds cannot be sold to the public at reasonable rates of interest. (Authorizes an appropriation of 750 million dollars for use over the next three years—to be repaid.)

First, a local district needing to build a school offers bonds for sale in the customary manner.

Second, if all the bonds offered could not be sold at the rate of interest specified in Title I, which is one half of one per cent above the going rate for government issues, they would be purchased by the Federal Government as provided by the limits prescribed in the bill.

Third, federal purchases of bonds from any school district would be limited from 50 to 80 per cent of the total construction cost. The remaining bonds could be sold to the state or the public, or additional funds could be derived from state grants.

Fourth, the Federal Government might resell its bonds or hold them to maturity.

**TITLE II.** Support by the Federal Government, in association with the states, of the bonds issued by state school building agencies established to make school available for use by communities on a rental basis. (Authorizes such sums as may be necessary under this title. The federal share of the initial reserves required for 6 billion dollars of state agency bonds is estimated at 150 million dollars—to be repaid.)

The plan would work generally as follows:

The state would establish the school building agency which could be the state educational agency in some states. If the agency was not the state educational agency, the Governor would certify that there is effective co-ordination between the building agency and the state educational authorities. A school district wanting a school would apply directly to the school building agency. The agency would issue bonds to obtain the funds necessary for construction costs.

At the same time the school building agency would set up a reserve fund into which the state and Federal Government would advance funds (on a 50-50 basis) equivalent to one year of debt service on the bonds issued. The reserve fund would give strength to the issues, assuring the bond purchaser of prompt servicing of debt obligations. With the proceeds of the bond sale, the agency would provide for building the school, and the district would pay rent to the agency to retire the bonds.

The reserve fund would be invested by the agency to draw interest which would accumulate in the fund. The school district would pay rent equal to the debt service, plus one quarter of one per cent to the supplemental reserve, and a share of administrative expenses of the agency. When the total reserves equal two years of debt service obligations the school building agency would begin to pay back the advances which were made to the initial reserve.

**TITLE III.** Federal grants, matched by the states, to help provide schools for local school districts which lack sufficient economic resources to qualify fully for financing under Titles I and II. (Authorizes an appropriation of 200 million dollars over a 3-year period.)

Grants would be made to school districts with proved need and lack of income. . . . This proposal requires the submission of a state-wide plan for determining the eligibility of districts.

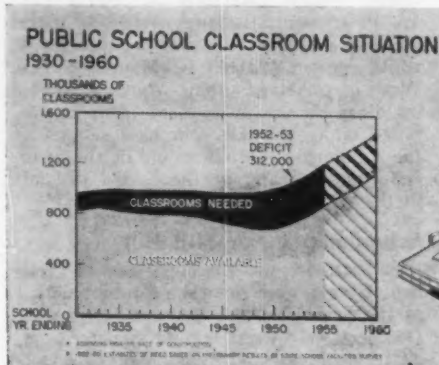
The Federal Government's allotments to the states would be according to school-age population. The state would match the federal grants on percentages varying between 40 per cent and 60 per cent based on the state per capita income. The Federal-State assistance for each school district would be limited to the amount that was needed to qualify for a Title I loan or for a Title II lease, and it would be only for urgently needed school facilities.

**TITLE IV.** Federal grants, matched by the states (on a 50-50 basis), to meet the administrative costs of state-wide programs to overcome obstacles to local financing of new schools. (Authorizes an appropriation of 20 million dollars for a 3-year period, including a request of 5 million dollars for the first year.)

The state would submit a plan indicating the programs which it proposed to develop and would supply matching funds (on a 50-50 basis). The program would be certified by the state education agency as being new or extensions of present programs. To be eligible these must be started after January 1, 1955, and before June 30, 1958, and deal with long-range activities. The state plan would be approved by the U. S. Commissioner of Education.

### Claims Refuted

The major claims put forward in support of the Administration's proposals were refuted by the testimony of well-known educators who found "the trail toward getting school buildings under S. 968 filled with pitfalls and



obstacles of every sort," and challenged their assumptions on a score of fronts.

They denied repeatedly and with compelling arguments assertions of Administration officials that the President's program would build classrooms in large numbers, quickly, and in a manner flexible enough to meet the many different situations existing in the various states and sound enough to safeguard state and local responsibility for education.

While applauding President Eisenhower's desire to protect local initiative and state responsibility for education, it was apparent that many educators feared S. 968 would have an "exactly opposite" effect. Citing a number of passages containing "seriously objectionable" federal controls, among them Sections 104 (c), 106 (c), 107 (c), and 209 (b), they condemned the "discretionary language" used throughout the bill and the omission of safeguarding provisions incorporated in other pending measures. Edgar Fuller, of the Council of Chief State School Officers, protested that S. 968 was loaded with "more federal controls than have been seen in any seriously considered bill in recent years."

Educational spokesmen scoffed at the suggestion advanced in some Washington quarters that every state, if it tightened its belt and made school construction its No. 1 priority on the home budget front, could meet this problem, termed unfounded the idea that federal grants-in-aid would not furnish sufficient initiative to the states to give high emphasis to the education of children.

### Titles II and III Under Fire

The heaviest fire was directed toward Titles II and III of Senate Bill 968 and its House companions H.R. 3770, H.R. 3812, and H.R. 3824.

Educational witnesses viewed with alarm, for instance, the provisions of Title II that would not only place the ultimate financial burdens on the local real estate tax, which they considered an inadequate fiscal base for

education in numerous places, but greatly increase those burdens in the poorer districts and deny to education the more modern and adequate sources of revenue made available by the Federal Government for the construction of other types of physical facilities, such as highways.

Others questioned whether the constitutional debt limits imposed upon the state and upon local school districts can be legally avoided by creation of a state school building agency or authority even when legal advisers of the Department of Health, Education, and Welfare maintained that this obstacle could be overcome in all the states if the schoolhouse lease is made for one year at a time and renewed each year of a 30-year period.

The state school building agency or authority plan, was, among other reasons, attacked on the grounds that it might lead to irresponsible borrowing without constitutional safeguards and without approval of the electorate, that the establishment of an independent or quasi-independent agency, noneducational in character, separate from the state department of education creates a dual administrative arrangement at the state level that might result in jurisdictional conflicts.

The plan was criticized as being too expensive since it has been found that school districts have to pay a higher rate of interest on bonds issued by state school building authorities than regularly issued school bonds and the required rentals would include not only principal and interest on the loans, but an additional one quarter of one per cent added as a surcharge to all the bonds which would be used to take the Federal Government's funds entirely out of the reserve fund within a few years period. Charges would also be added for the repair and maintenance of the buildings and even for the administrative expenses of the state school building agency.

Some viewed the Administration's measure as a banker's bill rather than one springing from an understanding of educational finance. Like Senator Herbert H. Lehman (D., N. Y.), they were apprehensive that the proposal appeared "keyed much more to the maintaining of the security of any bonds which the Government may take, rather than in giving any help to the states and to the districts, or advancing the cause of education."

### Effect on Teachers' Salaries

Senators as well as educators expressed misgivings that the Administration's plan would necessitate paying the required rentals out of current operating funds in the less wealthy districts thereby chipping into the money needed for teachers' salaries.

Asserting that the cost of financing principal and interest of the proposed building program will be thrown back on poorer states and communities, over and above existing tax loads, Selma Borchardt, Washington Representative of the American Federation of teachers, inquired: "Will not teachers bear the burdens for paying for these new buildings through foregoing long overdue increases or even out of further cuts in salaries in the very districts in which increases are most needed?" Senator Pat McNamara of Michigan, who is presently serving as a member of the Detroit board of education, pointed out that "the additional teachers you will have to have for the additional classrooms is also a tremendous factor in this."

To such questions Secretary of Health, Education, and Welfare Hobby replied: "I personally believe if we could build more schoolhouses and better ones, that we could attract more teachers to the teaching industry. I do not believe that it would operate to subtract from any of this. I think it is all of a pattern, that you get good schoolhouses, you create local awareness of the needs of education,

and you get better teachers' salaries, and you attract more teachers to the industry."

### Objections to Titles I and IV

The consensus appeared to be that Title I, establishing a ceiling on local bond interest rates, has an acceptable objective and would be of assistance if the interest rate could be reduced and the federal controls eliminated. It was brought out that the estimate furnished by the Administration of a  $3\frac{1}{8}$  per cent interest rate for bonds sold to the Federal Government by local school districts was too high to be of any real use in many parts of the country. According to submitted evidence only about 76 million dollars out of approximately 2 billion dollars worth of public school bonds sold last year were sold or offered at the proposed  $3\frac{1}{8}$  interest rate or higher, and the majority of these were floated by school building authorities.

Objection was also raised to the government's adding an extra interest charge of one half of one per cent, the feeling being that the rate ought to be the cost to the Federal Government of borrowing the money and no more, and that as the bill is written the Federal Government would eventually make a profit at the expense of the school districts of the country most in need.

Some were reluctant to endorse S. 968's Title IV which seeks to stimulate state leadership in the improvement of school district reorganization and the removal of unduly restrictive tax and debt limits because of the danger, as Erick L. Lindman, Professor of School Administration at George Peabody College, phrased it, "of stimulating distorted emphases in state departments of education by having a relatively large appropriation for that purpose and not for others."

### Merits of Other Bills

In general educators found the provisions in the Hill bill (S. 5) and others similar to it (S. 480, S. 522, and S. 686), more in keeping with the policies of major teachers' organizations. Their representatives pointed out that under these measures there would be no such delays and legal doubts in fitting federal funds into present systems of state aid for school construction as are obvious in S. 968, and that this could be accomplished with less danger of federal control and with a minimum of administrative machinery.

They saw merit in the terms permitting states to use federal appropriations to strengthen their existing programs and develop the plans best suited to the individual characteristics of the states rather than to force conformity to a school building agency or authority system—which would not be readily adaptable to conditions in all states.

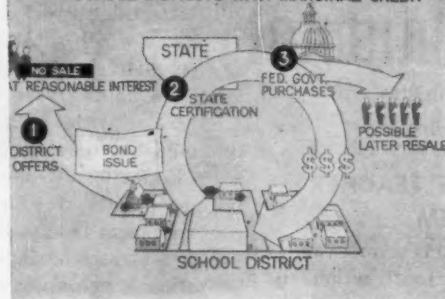
Testimony was offered to support the idea that S. 5 and similar pending bills—rather than S. 968—afford a sounder legal basis for prompt and effective assistance in housing the nation's school children.

According to studies of the NEA Research Division, the majority of states could move forward immediately under S. 5, S. 480, S. 522, or S. 686 without taking special legislative action. This NEA compilation shows that a majority of state legislatures have already enacted statutory authority for the acceptance of federal grants for educational purposes which channel such funds and/or the administration of them through state boards and departments of education.

### Provisions of S. 5

Senate bill 5 sponsored by Senator Lister Hill (D., Ala.), chairman of the Senate Committee on Labor and Public Welfare, and 29 other Senators, authorizes substantial direct federal aid for school construction—500 million dollars for each of two years to aid states

### PROPOSAL: BOND PURCHASES BY FED. GOVT. OF SCHOOL DISTRICTS WITH MARGINAL CREDIT



and local communities in building public elementary and secondary schools.

In introducing this measure which closely follows the pattern of the Cooper bill (S. 2601, 83rd Congress) favorably reported by this Senate Committee last year, Senator Hill termed it "solidly based on the traditional principle of absolute state and local control of education."

The 500 million dollars authorized for each of two years would be distributed under a formula that takes into account the number of school-age children to be educated in each state and the amount of wealth in the state as measured by the per capita income payments from which the education of these children might be financed.

Designed to furnish a larger amount of money to the poorer states, the legislation calls for federal matching payments of not

more than 66 $\frac{2}{3}$  per cent and not less than 33 $\frac{1}{3}$  per cent of the cost of a state's program; establishes \$200,000 as the minimum to be allotted to any state.

Under Senate bill 5 the state department of education would decide which projects would be eligible for federal aid. Each state would draw up a plan that would cover the school building problem in its own state which would include a system of priority among local school districts (based on need and financial ability). The plan would have to be approved by the U. S. Commissioner of Education.

Educators remarked that whereas Section 303 (b) of S. 968 calls for a state plan that "sets forth standards and procedures, conforming to regulations of the Commissioner (prescribed after consultation with a conference of representatives of state educational agencies), for determining eligibility of local educational agencies for payments under the plan . . ." S. 5, S. 480 (Humphrey-Ives), and S. 522 (Dirksen), leave such judgments to the states.

They noted with satisfaction, for instance, this key point in Senate bill 5 which they declared prevents federal control of education whereas S. 968 does not, namely, Section 5 (4) which stipulates that the state plans "set forth principles for determining the relative priority of school facilities projects which shall take into account (A) the relative urgency of the need within the different areas of the state for school facilities, particularly in areas especially affected by a rapid and substantial increase in school population, and (B) the relative financial resources of the several local school agencies."



"How can you learn lessons in here? Why there's hardly room for you, and no room at all for any lesson books!" — Alice in Wonderland



# THE AMERICAN School Board Journal

A Periodical of School Administration

William C. Bruce, Editor

## A CREATIVE LOOK AT THE TEACHER SHORTAGE PROBLEM

OF THE countless problems confronting American education in the next decade, one of the most serious is in the practical order. It is an economic problem, yet one which cannot be solved financially. It is the conservation and more effective utilization of a scarce resource—the well-qualified classroom teacher.

For several years it has been apparent that an acute teacher shortage would develop as a result of an increasing school population. The leading edge of the increase is in the upper elementary grades and during the next five years will move through the high school. The increase is not a wave but a continuing and swelling tide. At least 150,000 additional teachers will be needed for each of the next five years, and then a larger number will have to be found annually, if we continue our present pupil-teacher ratio, our present methods, and our accepted organization.

It is statistically impossible, we are told by competent authorities, to provide the number of additional new teachers that will be needed. About one half of all college graduates during the coming years would have to go into teaching to supply the demand. This obviously will not happen. Other sources will yield some new teachers. But the fact remains we will not have enough.

Individual communities will approach the problem of supplying teachers for their schools in different ways. The more privileged areas—those which can offer financial inducements, attractive climate, personal prestige—will attract new teachers and others who desire to move. Some communities will staff their schools with an increasing number of “temporary” teachers who lack professional qualifications. Others will improvise from term to term. Considering the nation as a whole, however, the shortage will exist and will continue for some years. The reason for this is that teacher supply is relatively inelastic, and numbers will not be influenced immediately by increased salaries. It takes time to induce young people to enter the profession, and then it takes time to train them.

The school population continues to grow yearly. We cannot wait for a miracle of the multiplication of new teachers. We must face the immediate problem squarely and attack it realistically. In the economic world, when a factor—or an agent—of production becomes scarce, the difficulty is met by using that factor more efficiently through combining it in a different manner with other factors. If good land becomes scarce, more labor and machinery are used on it to assure greater productivity. If labor is scarce, new and more efficient machines are developed to be used with it. In education, when the teacher becomes the scarce resource, he must be used more efficiently and perhaps combined with other available agents of education. How to do this is the practical question which must be solved.

There are educators who say that the teaching process is so personal and so individual that no changes can be made

in the present teacher utilization. They would have us believe there is some magic in a pupil-teacher ratio of less-than-thirty-to-one; yet it would be difficult to find results of research which substantiate the position. There are others who feel that since every activity of the pupil has some educational implications, only a professional teacher should direct these activities. But even if these were ideals to attain, they could not be made realities in the foreseeable future.

Educational experts, classroom teachers, administrators, and boards of education have before them a challenge to experiment boldly, to use their creative abilities, and to bring forth possible changes in teacher duties, methods, and organization which will make possible a practical solution to the problem. Experiments with teacher aids who will carry on the nonprofessional and subprofessional duties may offer a clue as to the more efficient use of the qualified teacher. The Bay City-Central Michigan State College project, sponsored by the Ford Foundation, dealing with more effective utilization of teacher competencies, offers evidence that aids can release teacher time for professional service. It may mean that the qualified teacher can teach a larger number of pupils without impairing educational outcomes. Other professions such as nursing and dentistry have found it possible to use the nonprofessional or subprofessional assistant to save professional time for additional persons. Why not education?

A second, and related, area of experimentation might be the use of teaching assistants and interns working under the direct supervision of an expert teacher. This would permit an acceleration of the training process, the use of former teachers who need retraining, or the employment of partially trained persons.

Third, the study of the use of more instructional aids, e.g., television and other audio-visual materials, which cannot take the place of a teacher but which may make larger group instruction more acceptable, should be undertaken. There are indications that the tremendous potential of these media is not receiving sufficient consideration.

Fourth, there should be a critical look at the whole educational program and organization. It may reveal that certain social, welfare, and recreational services performed by schools and teachers might be carried on elsewhere. Many practices and services now generally accepted came into our schools when there was a surplus of teachers. Some have become entrenched and probably all are considered desirable. Again, scrutiny may indicate that the structural organization of elementary and secondary education is less than efficient from a strictly educational point of view. When a crisis occurs there must be a critical evaluation of the entire situation.

Perhaps none of these experiments or studies will actually solve the problem. At least, if they are undertaken seriously, they will start us toward a solution. Insistence on continuing the status quo, the wringing of hands over the teacher shortage, and inspiring talks on the importance of maintaining and raising professional requirements for teachers do not bring us any closer to providing good teachers for the increasing numbers of American children. Creative thinking and experimentation must be called upon to assist us. Evidence from our studies will give leads as to the manner in which the problem may be met. Time is running out. A critical period is just ahead. Those who are responsible for the operation of the schools must insist on a realistic program from professional educators in meeting the practical problem.

—WILLIAM H. CONLEY, PH.D., *Guest Editor*.





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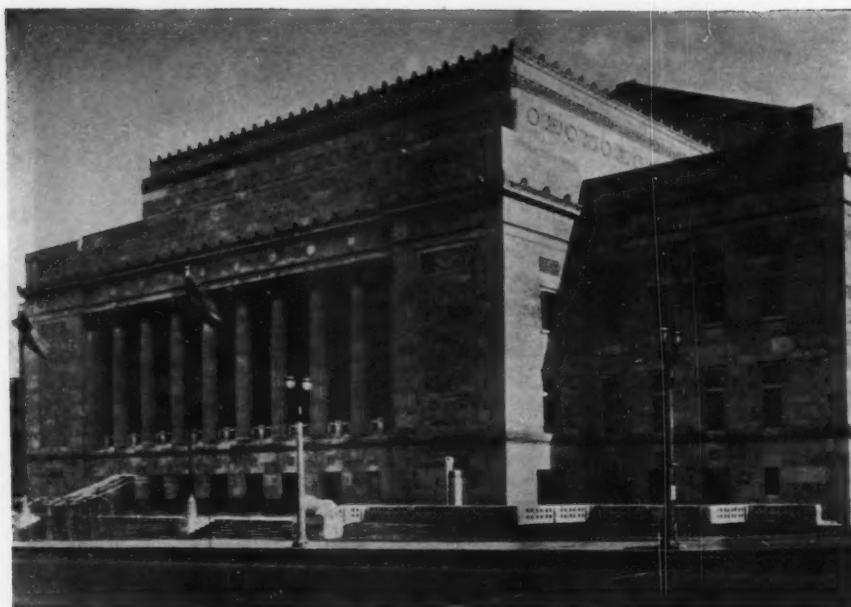
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## *The A.A.S.A. at St. Louis* Sectional Meeting Significant

School board members who stayed over after the convention of the National School Boards Association to attend the St. Louis Sectional Meeting of the American Association of School Administrators, February 26 to March 2, had splendid opportunities to hear national leaders in government, education, and business discuss current situations and problems in authoritative addresses. If the convention lacked some of the thrill and tension which marks the great national gatherings in Atlantic City, it made up for this lack by the timeliness and regional interest of the 57 discussion-group and clinic meetings. The attendance reported at about 5000, was somewhat disappointing. The architectural exhibit was small but rewarding; the commercial exhibits included 243 displays by educational publishers, manufacturers of school furniture and teaching materials, and professional organizations. For the unseemly weather of the earlier convention days, St. Louis more than compensated by its educational hospitality, excellent meeting places, and ample hotel accommodations.

### Eisenhower Plan Defended

The Eisenhower plan for federal aid in the construction of necessary school buildings was analyzed unfavorably by a number of speakers who advocated Senator Hill's plan and similar proposals for direct school construction aid to the states. U. S. Commissioner Samuel L. Brownell, speaking both at the N.S.B.A. and the A.A.S.A., declared that there is strong reason to believe that the majority of the American people did not necessarily agree with the professional educators. He held that, as a result of present state and local

effort, there will be a considerable increase in school construction. During the present year the extra buildings will help replace outmoded buildings still in use and will relieve overcrowding.

Senator Lister Hill (Dem.), of Alabama, condemned President Eisenhower's plan, repeating the condemnations of the professional teachers' organizations. He urged that his bill which will provide liberal direct grants to the states, be strengthened and brought quickly to the Senate floor. He also urged that the federal income from the oil found in the outer continental shelf along the seacoasts be made available for elementary and secondary education.



Supt. H. I. Willett  
Richmond, Va.



Pres. Jordan L. Larson  
Mount Vernon, N. Y.



President-Elect, P. J. Misner  
Glencoe, Ill.

*The Three A.A.S.A. Presidents*

### Manpower Problem

The general sessions provided insight into various national and international problems related to education. The schools, according to Arch M. Booth, vice-president of the U. S. Chamber of Commerce, must take a foremost part in solving the great problem of manpower and its available use for American life in both war and peace. "We need more hard-earned skills for leadership, vision, creation, and production. The imbalance between manpower and horsepower today foreshadows trouble for our economy and for our society tomorrow unless we meet the challenge by raising the educational levels of the people. We must also open new avenues for cultural advancement—new avenues for the arts, music, and literature—for the use of our leisure time—for spiritual growth—and for greater enjoyment of life."

New conceptions of civil liberties and academic freedom, according to U. S. Sen. Clifford P. Case, of New Jersey, are needed. "It is true that great men and women have come out of the little red schoolhouse where one teacher taught the three R's with only a little more education than this herself. But life now requires a lot broader education if we are to develop citizens able to participate fully and effectively in our great democracy. Many of the responsibilities for world leadership have sprung on the United States and we must see to it that our citizens of tomorrow are equal to them."

Dr. Norman Vincent Peale, in accepting the 1955 Education Award from the N.E.A.-A.A.S.A. Exhibitors' Association, declared that the public school teacher is one of the strongest factors in American civilization. "It is one of the tragedies of American life that the teacher who is appreciated and beloved by all should never have received the compensation, the financial support, and the sense of security which its important responsibility pre-eminently justifies."

School board members were participants and especially invited guests at two of the discussion group meetings on Monday and Tuesday afternoon. There was much material for school board members also at six other discussion groups devoted to problems of school finance, personnel, schoolhouse planning and construction, and school building maintenance.

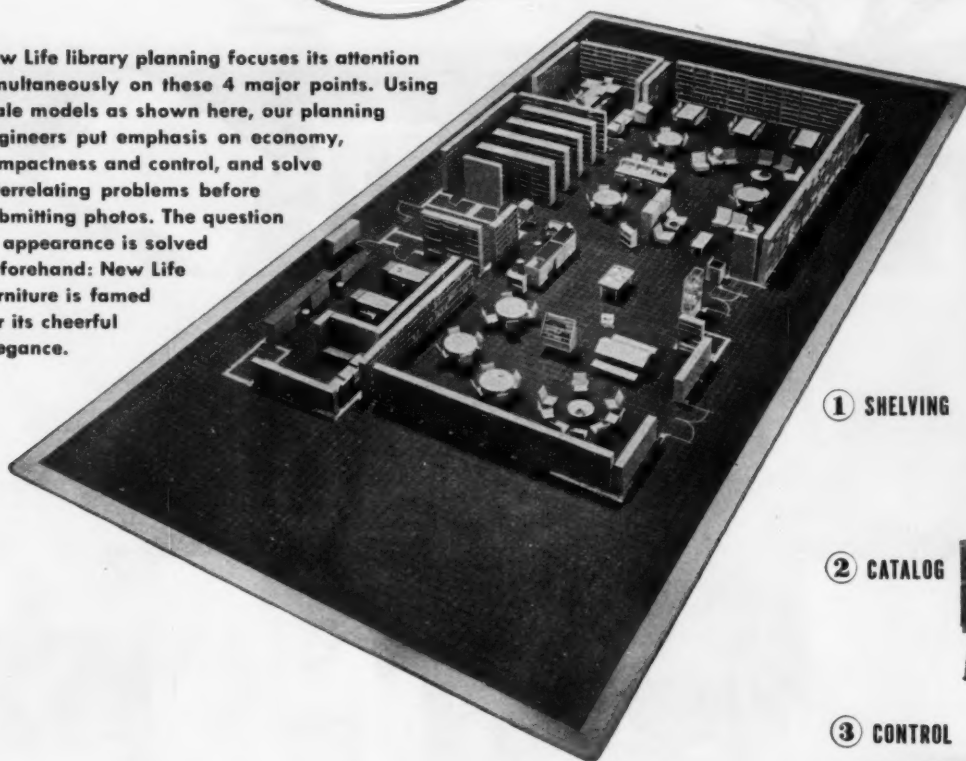
In a session devoted to the problems of Human Relations in School Administration, Prof. Clyde M. Campbell, of Michigan State College, East Lansing, Mich., pointed out the

(Concluded on page 66)

# 4

## POINTS: IN LIBRARY PLANNING

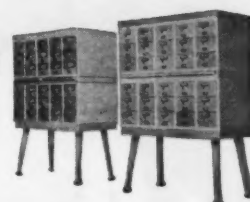
New Life library planning focuses its attention simultaneously on these 4 major points. Using scale models as shown here, our planning engineers put emphasis on economy, compactness and control, and solve interrelating problems before submitting photos. The question of appearance is solved beforehand: New Life furniture is famed for its cheerful elegance.



① SHELVING



② CATALOG



③ CONTROL



④ READING



① **Shelving** must be planned with consideration for book capacity, wall space, traffic pattern, natural lighting, etc. Slanted bottom shelves and pleasant, light finish are among New Life shelving's many advantages. ② **Catalog** files, the key to the books on the shelves, should be placed strategically for readers' convenience. New Life's index drawers have exclusive features such as one-hand-operated snap lock rods and edge-grain wear surfaces. ③ **Control** is maintained at the charging desk, from where no line of vision should be blocked. Placed close to administrative core, it controls entrance and exit. New Life charging desks are noted for their elegance and operational efficiency. ④ **Reading** area should provide ample, comfortable seating facilities, should utilize best means of lighting, and have an inspiring, flexible table pattern. The Freeline table is gracefully designed to give the reader unhampered freedom of movement.

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not just now and then, but *every minute* the room is occupied.

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Actually, the "blanketing" of windows during the *heating* cycle has been common practice for years. But this still leaves pupils exposed to downdrafts since *cooling* with outside air is required

about 75% of the time, even in winter. There must be a full-time draft barrier. And only TRANE has it!

What's more, since the special fans in this unit operate full-time, the air delivered from the wall-to-wall wing ducts is under *constant pressure* for truly *uniform* ventilation. Cold corners, stale-air spots—gone like that! And since these fans are *low-velocity* fans, they're actually *whisper quiet*!

For full details have your architect, engineer or contractor contact his nearby TRANE Sales Office, or write TRANE, La Crosse, Wis.

*\*Kinetic Barrier refers to the wall of continuously upward-moving air provided by TRANE KB Unit Ventilators. This action reverses window downdraft, induces flow of room air, blends it with main air stream from unit.*

# stop drafts all day long...

*whether the units are heating, ventilating, or cooling!*



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● **Rubber dirt seal** on back of unit and felt pad under unit seal out dirt, prevent heat streaks.

● **Removable panels** give easy access to all 3 sections. Simplify servicing, cleaning.

● **Trim intake boxes** of aluminum, anodized aluminum or copper give attractive exterior walls.

● **Exclusive bearing-shaft** arrangement assures unusually quiet operation.

● **Resilient motor mounts** help stop noise, vibration—assure smooth operation.

● **Low velocity fans** are unusually quiet, deliver large quantities of air.

● **Baked on finish** is extremely resistant to scuffs,

bumps and kicks. Always attractive.

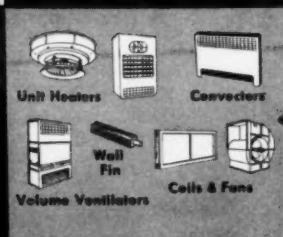
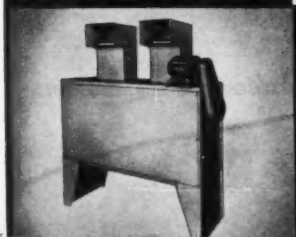
● **Decorator styling** adds beauty to any room. Available in six colors or finished with prime coat.

● **Color-keyed tops** of standard gauge linoleum available in six colors. Pick up color scheme of room, blend with or complement TRANE standard finishes.

**TRANE TORRIDOR** delivers large volumes of heated air long distances, with or without ducts.

**TRANE WALL LINE** Convectors bring draft-free heating to long wall and window runs.

**MATCHED TRANE PRODUCTS** for all your school heating and ventilating needs.



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## A.A.S.A., St. Louis

(Concluded from page 62)

importance of administering schools in such a way that members of the teaching staff are encouraged to work to the best of their ability. The human atmosphere in any school administrative setup is as important as the mechanics of organization, and in the long run, more important. In any school system, it is necessary (1) to have a good plan of organization in which the authority and the responsibilities of the administrative staff and of the teachers is carefully balanced; (2) it is necessary to encourage new ideas and efficiency through staff thinking; (3) everyone concerned must be convinced that he or she is participating in a great cause; (4) achievement goals must be set up for the whole organization, which will, in addition, help the individual staff members achieve their personal and professional purposes in life.

## Functional School Buildings

The subject of beauty and function in school building design was presented in the form of slides illustrating important points made by George D. Engelhart, of Jefferson, Mo., Architect Lester C. Heckel, St. Louis, and Architect Lawrence B. Perkins, Chicago. Each of the speakers emphasized the fact that the element of beauty can be built into school buildings without extraneous ornament. It is practically certain that a building which is fully functional, well lighted, and economical through the use of essentially good materials, will provide an atmosphere that will contribute to the educational purposes and the rounded development of the children.

## Printed School Policies

The development of printed statements of school policy was the subject of a lively discussion, led by Harlan Beem, Director of Research, Illinois School Boards Association, and

Supt. A. T. Lindley, Fort Wayne, Ind. Mr. Beem argued that any printed statement of policies should provide a balanced outline of the essential philosophy of the school system and its purposes. Printed policies should go beyond mere rules; they are not panaceas nor blueprints of administrative action. (1) It is good policy to explain the aims and techniques of administration; (2) policies are timesavers, especially for administrative personnel; (3) they help people know what they are doing and what they are expected to do; (4) they provide excellent orientation for new school employees; (5) they enable habits of quick thinking for short-range as well as long-range administrative action. Mr. Lindley pointed out especially that policies must be implemented by action so that members of the staff understand that a printed policy and a corresponding rule mean what they say.

## Effective Teamwork

Complete confidence and trust in each other is the key to effective teamwork between the superintendent and the school board, was the verdict of the discussion group led by Charles D. Lutz, superintendent of schools, Gary, Ind. Harold Dawson, president of the Champaign, Ill., board of education and Dr. Harold Church, director, Division of Research and Field services, University of Indiana, pointed up the importance of the "two-way street of communication" between superintendent and board as the basis for this confidence and trust and offered a list of principles to guide the superintendent in his work with boards: (1) keep board informed of all plans; (2) attend all meetings of the board; (3) brief the board on all major staff appointments; (4) be active in community life; (5) understand thoroughly the duties and obligations of superintendent and board; (6) use public bids on as many purchases as possible, and insist that the board be fully informed and make final decisions on all major purchases.

## ADVANCING SCHOOL COSTS

"Get the most out of the school dollars you have" was the advice of Dr. E. L. Lindman, Professor of School Administration and Finance, George Peabody College for Teachers, Nashville, at the group discussion on Meeting Advancing Costs of School Operation.

Speaking at the meeting conducted by W. A. Bass, Superintendent of Schools at Nashville, Dr. Lindman listed personnel, purchasing, and insurance as three areas in which substantial economies can be effected. Wise use of efficient staff, standardization of supplies, the use of public bids, removal of fire hazards, and state pressure for lower insurance rates for schools were listed as means of saving money.

Additional funds for school operations can be raised, asserted Dr. Lindman, by (1) emphasizing local responsibility for school financing through good public relations, (2) enlightening your own local representative in the state legislature on school needs so that state aid can be more easily obtained, (3) reforming assessments so that all property is reassessed regularly and justly, and (4) basing constitutional debt limit on true adjusted assessed value rather than on actual assessments.

Dr. Lindman and the panel concluded their discussion with general agreement that there must be federal aid to schools because the Federal Government is taking too many tax dollars out of communities, making it harder for school boards to raise the funds they need from property and sales taxes.

The St. Louis convention program will be repeated substantially so far as topics are concerned, at Denver, March 12-16, and at Cleveland, Ohio, April 2-6.

The Exhibitors' Show, consisting of Show Boat in concert form, was the most delightful program of its kind in many years.

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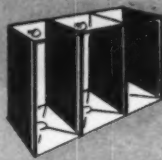
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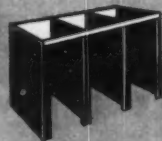
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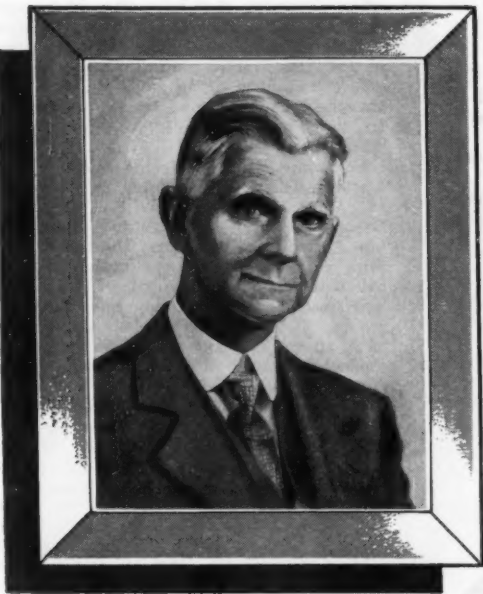


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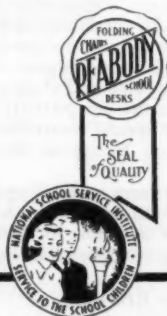


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## SCHOOL BUS PURCHASES

B. H. Belknap, School Transportation Consultant, has recently sent the following memorandum to rural boards of education in New York State. It is Mr. Belknap's contention that school buses should be bought on the basis of ultimate economy rather than low initial prices. He writes:

Safety and economy are the two major considerations in the purchase of a school bus. While bus purchases have some bearing on economy, yet bus utilization, preventive maintenance, driver selection, and training play a much greater part in keeping transportation costs within reasonable bounds. In the matter of administration, we have all but licked the effects of increased price levels all along the line. Inflated price levels are not materially

reflected in unit transportation costs.

On taking up my work in the State Education Department in the fall of 1929, I began an analysis of transportation schedules from a Cornell University report for the school year 1926-27 and made similar analyses for the school years 1927-28 and 1928-29. These analytical studies were continued from year to year to the time of leaving the Department December 1, 1950.

The school year 1928-29 involved 486 vehicles averaging 10.3 miles each per day. These vehicles transported 11,756 pupils at an average of \$44.85 per pupil. By 1949-50 5818 vehicles, averaging 48.9 miles per day, transported 301,765 pupils at an average per pupil cost of \$48.87.

The above comparison becomes meaningful

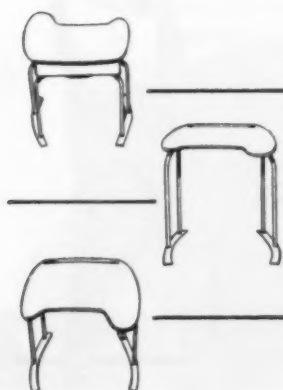
when we realize that bus costs, driver salary schedules, mechanic-wage rates and bus housing had become four times what they were in 1928-29. Practice and procedures had, of course, improved at an equal rate. However, cheapness has had no part in the program. In fact, cheapness and economy are not synonymous terms.

For some states, buses are built on specifications which give but five to seven years of economical service. The 1929-30 bus for New York did well to last five years. Some buses were replaced in as short a time as three years. With improved specifications, we had three grades of equipment. These could be classed as the five-, ten-, and fifteen-year groups. Boards of education soon steered away from the five-year group but were somewhat divided on the ten- and fifteen-year groups. In 1941, through agreement with the chassis and body companies, Department approval was given for one, and only one, set of specifications by each company for each capacity model. We still had the light weights in the 31 and 43 capacity models as well as the medium and heavy weights in the 49 and 55 capacity groups. The more rugged groups, however, had the edge on the lighter weights.

My four years as a private transportation consultant have given opportunity to observe carefully just how the buses of the lesser and greater life differ in ways that explain length of life in operation. Of course, some areas take more out of a bus for the same mileage than do others. However, in observing buses in their fifteenth, eighteenth, and twentieth year of constant operation, I find that these buses with the longer life are more ruggedly constructed. To be specific, the net chassis weight exceeds the minimum weight requirement by at least 20 per cent. The clutch capacity is also in keeping with the greater anticipated load. The transmission, drive line, and rear axle assembly are also in keeping with the needs. The greatest single advantage is found under the hood. Here is a motor which reaches maximum torque at a relatively low r.p.m. The maximum horsepower is also reached at 2200 to 2600 r.p.m. as against as much as 3800 r.p.m. for the lighter jobs. The above, together with better support for the body tell the story. The result is a saving in dollars and cents, while, at the same time, the transported pupil is given better protection.

To the uninformed, the present law requiring boards of education to purchase buses through competitive bidding seems sound procedure. However, when we consider the shorter life of the lighter bus, its increased cost of maintenance and repair as well as the expanded inventory of parts where districts find themselves owners of several different makes of chassis, or several models of the same make, the end result is greater cost. The average board of education is not so mechanically informed as to make it possible to set up specifications which crowd out the less desirable bus. Then, too, the method of purchase forces the sales organizations to cut costs which, many times, result in offering inferior products. The law, and not the sales organizations, is to be blamed for this situation. The manufacturers and their sales organizations do not like the present law.

When we consider the fact that the per seat cost per year for the better bus is no more than for the bus with less years of service built into it, the added cost of maintenance and repair and expanded inventory of parts required by buses of several makes, it is seen that, from the standpoint of economy, the law requiring competitive bids should be repealed without delay. Let us not require that the truth in the matter be made known the hard way. Finally, a cheap bus is just what the term implies. It is not, however, an economical bus, nor is it as safe for the transported pupil.



The new Soliform table desk is a worthy addition to the famous Bargaen Staput series. Like the General Staput-Movable desk, the Soliform is functional, beautiful and built to stand hard use. The Soliform and the Bargaen-designed Academy chair provide the *only* table and chair combination that effectively controls posture. Moves easily and quietly for special classroom formations, stands firmly on Neoprene shoes when in use.

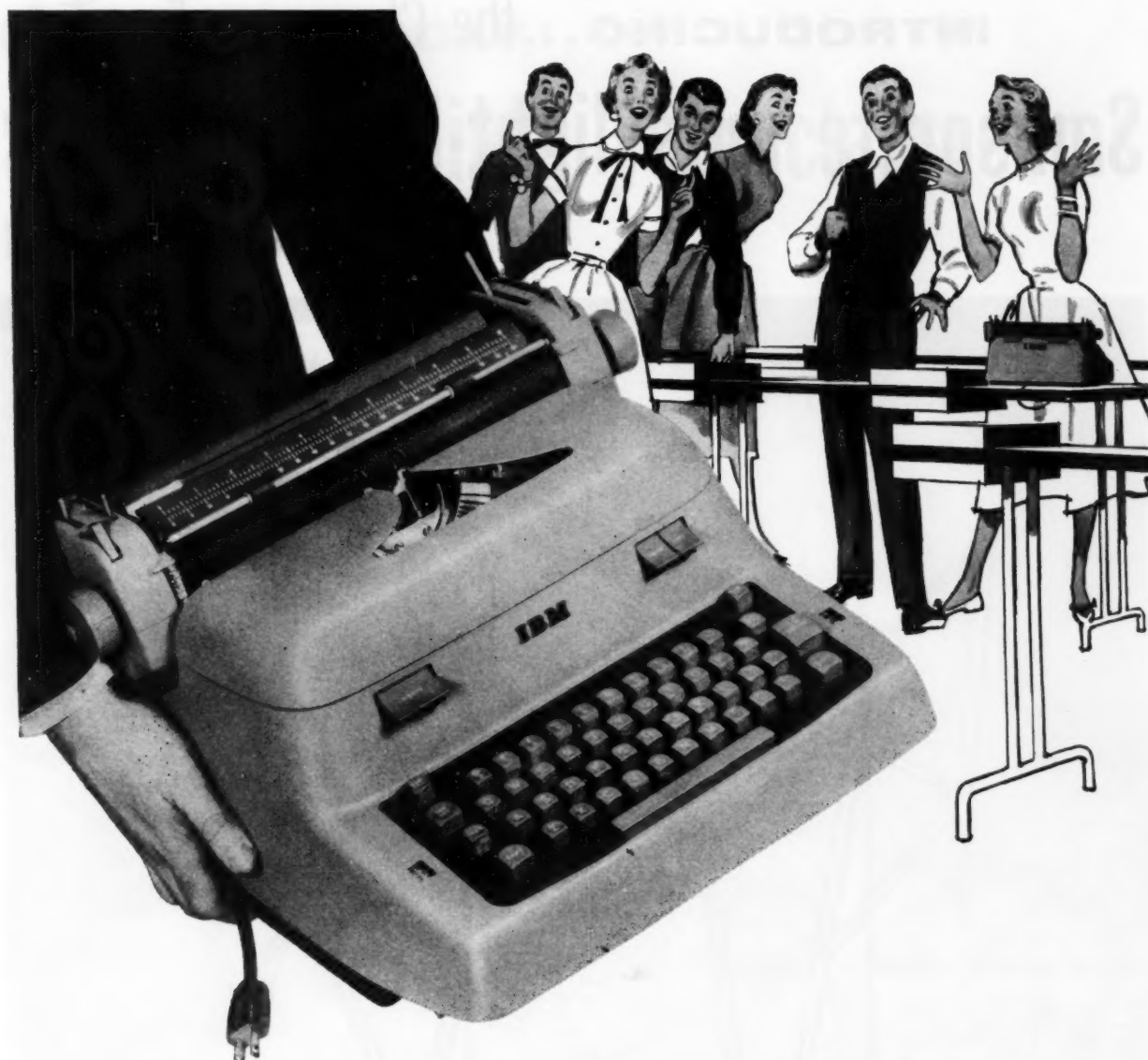
Model 78 is the Soliform with lifting-lid book box; Model 76 is the Soliform without book box. (Open front book box available for Model 76.) Natural wood, plastic or Fibreglass tops.

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**General**



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- \* **4 BRILLIANT NEW COLORS**... Terra Cotta! Turquoise! Brown! Grey!
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The Mobile Samsonite *Open Front Desk* gives maximum storage space! Forms related unit with matching Pivot-Back chair.

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## and comfort into your classrooms

### brighter, happier students!

Created by Russel Wright and Samsonite... never before has there been classroom furniture as exciting and practical as this!

**4 Paint-Box Colors** make classrooms bright and fun to work in! Tested on school officials in 30 states, the colors mix or match harmoniously, blend with every wall color!

**Shaped for Tomorrow!** The gracefully curved contours are posture-designed to build healthy bodies, make attention less tiring, learning more fun!

**Miracle of Mobility!** Mix these units, move them room to room, with never a conflict in color or contour.

**Mischief-Proof!** Aluminum "spats" on legs defy kick and mop marks! Desk-lid hinges and countersunk "bumpers" can't be loosened, even with a screwdriver!

**It's Not Expensive!** Samsonite actually costs *less*... because it's strongest, lasts longest!



A new note in schoolroom furniture, Samsonite's *Circular Table* lends an informal, non-institutional look to the classroom!



For all group projects, Samsonite's colorful *Activity Table* with three book boxes. (Also available with six boxes.)



Samsonite's colorful *Lift-Lid Desk* is noiseless, slam-proof, tamper-proof. Fingers can't be caught between lid and book box.



Newness of line, brilliance of color, keynote Samsonite's *Teacher's Desk*. Maximum work and storage space!



290 square inches of writing surface! New Samsonite *Tablet Desk Chair* plays multiple roles in classroom, meeting rooms, lunchroom.



Samsonite *Student Desk* can also serve as table. Several can be pushed together for group projects.



New Samsonite *Trapezoid Table* adapts in groups to endless combinations for varied schoolroom activities.



New rolling contours in Samsonite's *Unit Chair*! Available with Samsonite's new *swivel back*. Back swivels to cradle every body movement!



Plenty of leg room and storage space! The Samsonite *Shelf Desk* brings modern color, graceful lines to the classroom.

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# School ADMINISTRATION in Action

## POLITICAL ACTIVITIES

The board of education of San Francisco, Calif., has adopted a new rule governing political activity by school employees. Under the rule, employees of the San Francisco Unified School District are prohibited from active participation in (1) the nomination or confirmation of members of the local board of education; (2) the election of the mayor of the city and county of San Francisco; (3) the election of a member or members of the board of supervisors of the city and county.

Active participation within the meaning of the rule includes the public endorsement of candidates; distribution of literature; solicitation of votes; levying or soliciting funds or political support; in each case for the purpose of favoring or hindering the nomination, confirmation, or election of any of the said officers, directly or indirectly.

Without obtaining a leave of absence for the purpose, no school employee may become, or publicly announce his intention to become, a candidate for any city, school district, state, or federal office in the city and county.

All political activity relative to any candidates, issues, or propositions is prohibited on the school grounds during school hours.

## RELIGIOUS HERITAGE

The board of school commissioners of Indianapolis, Ind., has decided to integrate the new curriculum materials on religious heritage into the seventh- and eighth-grade social studies curriculum. It was also decided to discontinue teaching of separate units in eleven elementary schools where they were used as part of a pilot study. A committee of consultants and teachers has begun a revision of the present junior high school course in the social studies.

## TEACHERS SATISFIED

Why is there such a serious shortage of elementary and secondary teachers in the country at the present time? Is the answer simply one of increased enrollment?

At Drury College, Springfield, Mo., a group of students preparing for teaching made a study of the relationship between the supply and demand for teachers in the schools. Six hundred questionnaires were sent out and 320 replies were received.

The study revealed that teachers in the main are extremely well satisfied with their work and that they would cheerfully recommend the profession to their students upon the basis of self-satisfaction gained from teaching. The conclusion was that there is nothing wrong with the profession. Conditions causing discontent are largely financial and these conditions can and will be changed.

## ADOPT NEW POLICIES

The Wasco union school district board at Wasco, Calif., has begun the formulation of new written policies and rules and regulations. The work represents a year's study and the booklets will be ready for use in the late spring.

The board has also planned the setting of new procedures in the business and financial operations of the district. The auditor and Supt. John L. Prueitt are co-operating in a study of the accounting and bookkeeping system and the possible advantages of machine operation as an economy measure.

## OPEN MEETING

The board of education of the Stockton unified school district, Stockton, Calif., has established an extra meeting date monthly, devoted exclusively to the study of instructional problems. At this meeting the public is invited, and representatives of local civic organizations and clubs are permitted to attend. The board believes that these sessions serve the dual purpose of enlarging the understanding of the board and of improving the public understanding of the local school program.

The programs are planned and conducted by the regular school staff. A considerable portion of each session is devoted to a discussion period following the initial staff presentation.

## PROPOSE STATE COUNCIL

A State Council for Service and Research in School Administration is under favorable consideration by professional and school board groups interested in the School-Community Development Study sponsored by Ohio State University and the Kellogg Foundation. Dr. Max R. Goodson, in proposing the Council, recently pointed out the possible service in diagnosing state problems, mustering resources and skills to help, and carrying on research.

## LOS ANGELES SMOG

The Los Angeles school system has co-operated with the county and city authorities in the enforcement of the so-called Smog Law. Combustible rubbish is no longer burned in the school buildings, but is processed and hauled away to disposal plants. Supt. Claude L. Reeves estimates that the annual cost for disposing of school rubbish will be about \$228,000, and that an additional \$100,000 will be needed for extra processing prior to the school pickups.

The principal and engineer of one of the local high schools were cited in January, 1955, for operating the school heating plant carelessly and producing excessive smoke. The principal of a county suburban school was fined \$50 for permitting excessive smoke from the school incinerator.



## INTEGRATION

It has been announced that key school officials in the Washington, D. C., school system will be shifted in a move toward integration.

Supt. Hobart Corning has recommended the promotion of three assistant superintendents, Norman J. Nelson, Harold A. Haynes, and Charles N. Zellers. Other officials to be promoted are Dr. Carl F. Hansen, Miss Edith A. Lyons, Lawson J. Cantrell, and Francis Gregory. The last four will work under Norman J. Nelson. Under Harold Haynes will be associate superintendents in charge of buildings and grounds, personnel, and research. The presidents of the two teachers' colleges will report directly to Superintendent Corning.

Still to be worked out is the proposed reorganization of the twin set of department heads, directors, and supervisors. The entire revamped plan has been approved by the board of education.

## LAW UNCONSTITUTIONAL

The Nebraska State Supreme Court has declared unconstitutional the law authorizing the State Department of Education to approve or disapprove high schools entitled to state support.

The opinion, which reverses the decision of the Washington County District Court, holds that the legislature had illegally delegated powers in enacting the law. No school can now be denied state aid.

## NEW RULES

The board of education of community school district No. 400, Alexis, Ill., has developed a set of board rules and regulations, which utilizes the outline prepared by the Illinois Association of School Boards. The first three parts of the outline have been completed. The fourth part, concerning school personnel is in process of completion and will be available next year.

A complete school building survey has been conducted by Dr. Arthur Clevenger, of the State University, working with a lay committee and the school board. All of the needs of the school district were studied, including type of school organization, enrollments, kind of educational program, and building needs. An architect has been employed and plans are going forward for the preparation of a building program and the floating of a bond issue within the near future.

A bulletin for parents of first-grade children has been prepared which seeks to answer the questions of parents whose children are just starting to school.

## BOARD POLICIES

The school board of Fort Morgan has begun work on a set of school board policies. The booklet is being arranged in loose-leaf form to permit of easy changes when modifications are in order.

It is planned to set up nine policy booklets. To date, two have been completed, personnel policies and transportation policies. Another set comprising business policies is being planned.

## RECESS RELIGION

At Bangor, Mich., a novel experiment in lunch-hour religious instruction is being tried out this year in the Bangor Public School. Nearly 100 high school students munch sandwiches and apples while clergymen representing eight denominations conduct separate classes on religious subjects for 45 minutes.

Each clergyman prepares his own program. Students choose whatever session they wish. Attendance is voluntary and names of students are carefully checked off by the instructor. Sponsors of the program believe it is serving a worth-while purpose and answering a special need of this small community.



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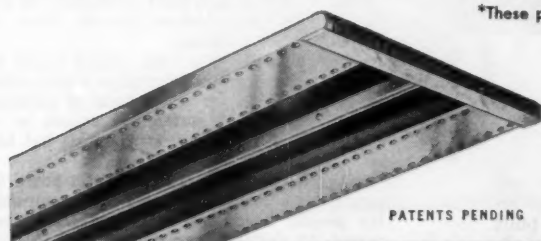
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# School Administration News

## BOARD MEETING

The school board of community unit district No. 1, Albion, Ill., during 1953-54 experimented with a new type of school board meeting. The district is part of a county unit which comprises several attendance centers. The meetings are held successively in the several school buildings of the county.

All school personnel are invited to attend the meeting and are asked to gather in the school cafeteria for a 6 o'clock dinner. Board members make an inspection of the building and are shown through the home rooms by the teachers. All those present are invited to sit in at the regular board meeting.

The first part of the meeting is devoted to problems pertaining to that particular center or the personnel of the center. The second part is limited to routine and to special, scheduled business.

## MERGE SCHOOLS

The Athens, Ga., city schools will shortly merge with the Clarke County schools. Following an amendment to the state constitution, an enabling act was passed by the legislature permitting the merger. A local referendum, to be voted upon in the spring of this year, will cause the merger to become effective as of January 1, 1956.

Both of these systems are now engaged in building programs. The Athens city school system is beginning a program, to cost \$1,500,000, and Clarke County has another program, estimated to cost \$800,000. The build-

ings are urgently needed to accommodate the new school enrollment of 7500 pupils.

## MUSIC FESTIVAL

The public schools of Salida, Colo., were centers for two music festivals in the early spring. Local young singers trained in the schools were presented in a free concert. Students trained in orchestra work participated in a band concert on one evening. A total of 201 high school students are reported as taking training in the high school glee club this year.

## ENROLLMENT GROWTH

Enrollment reports to the U. S. Office of Education from all institutions of higher education, indicate a total enrollment of 2,500,000 students in colleges and universities, an 11 per cent increase over the 1953 enrollment.

The state of Nevada reported an enrollment upturn of 34 per cent; Wyoming, 26 per cent; and Virginia, 25 per cent. Highest enrollments were reported in ten institutions in the east, the middle west, and the far west.

## AFTER-SCHOOL SPORTS PROGRAM

The school board of Providence, R. I., has received a report from the superintendent on interscholastic athletics, which calls for a broadened program, to include a physical education program for both boys and girls in the senior high schools.

The program of after-school athletics will be on a voluntary basis for students. A fund of \$6,000 has been set up to finance the program.

## SCHOOL ADMINISTRATION

★ Dallas, Tex. All elementary schools, within

four years, will be on an annual promotion basis, Supt. W. T. White has announced. "Midterm classes will get smaller and smaller," Dr. White said, "We can see it coming because all our schools are filling up in September." By contrast, Dr. White said, he could not see the time when junior and senior schools will be without midterm enrollments and graduations.

"We'll always have midterm graduations in junior and senior high schools because of the difference in curriculum programs, the wider variations in student talents, summer schools, and one-half year subjects." But Dr. White said, within three or four years all elementary schools will be on an annual promotion basis.

The most amazing event in midwinter school history in Dallas is the rapidly growing scholastic census just announced. It is certain that the scholastic census of Dallas will be above 125,000, much larger than was anticipated in September, 1954.

★ Members of the Dallas school board have requested that parents make more frequent visits to the schools and watch their children at work. School visitation days have been designated by the board so parents will have time to make the visitations.

Texas history will be continued indefinitely as one of the major subjects offered throughout a students' course, especially in junior high schools. In senior high schools it is an elective subject. Board members have decided that Texas history should be studied thoroughly.

There is discussion among Dallas school board members and others that more care should be exercised in naming the city schools — both elementary and high schools. Board members have warned that no religious or racial feelings may enter into the choice of names. A few years ago there was an attempt made to name a high school for Franklin D. Roosevelt. A few men in the community known politically as "Roosevelt haters" resorted to every trick known and the school now bears a different name. This must not happen again, members of the school board have announced. It was learned too late that most of the people in the district actually wanted the school named for Roosevelt.

There is a large Latin-American colony in Dallas, something like 40,000 persons of Mexican blood, but most of them were born in Dallas or in Texas. They like to have schools named in honor of some great Latin-American. Already one school is known as the Benito Juarez school and a movement is on to name a school after Simon Bolivar in honoring a great South American liberator.

★ In Colorado Springs, Colo., an initial start has been made in provisions for special education for handicapped children of the vicinity. A class for exceptional children has been established, under a trained instructor, to care for children who cannot benefit from the regular school program.

★ In Jonesboro, Ga., the school board has introduced a new administrative policy, which seeks to provide for promotions of personnel within the school system. A course in in-service training for future principals has been set up.

★ Tracy, Calif. The school district board has created two new committees, one comprising lay people, board members, and school personnel, to devise a new report card. A similar committee will shortly undertake a study of the school curriculum.

★ New York City teachers won a partial victory in February, in their fight to dispense with doctors' certificates in cases of brief absence from school. During a three-year experimental period, authorized by the board of education, teachers will not be required to present a doctor's certificate for one-day absences.



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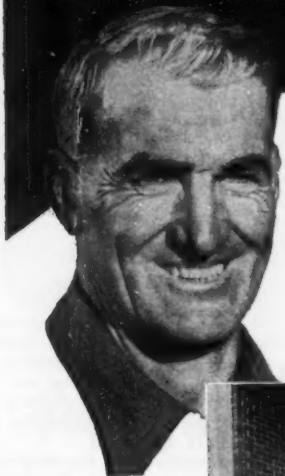
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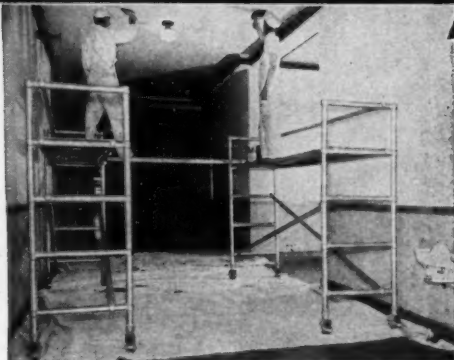


"Our summer program of overhead building and class-room maintenance that formerly took 13 weeks is now completed in only 8 weeks thanks to Up-Right's mobility and rapid assembly!"

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## UP-RIGHT SPAN SCAFFOLDS



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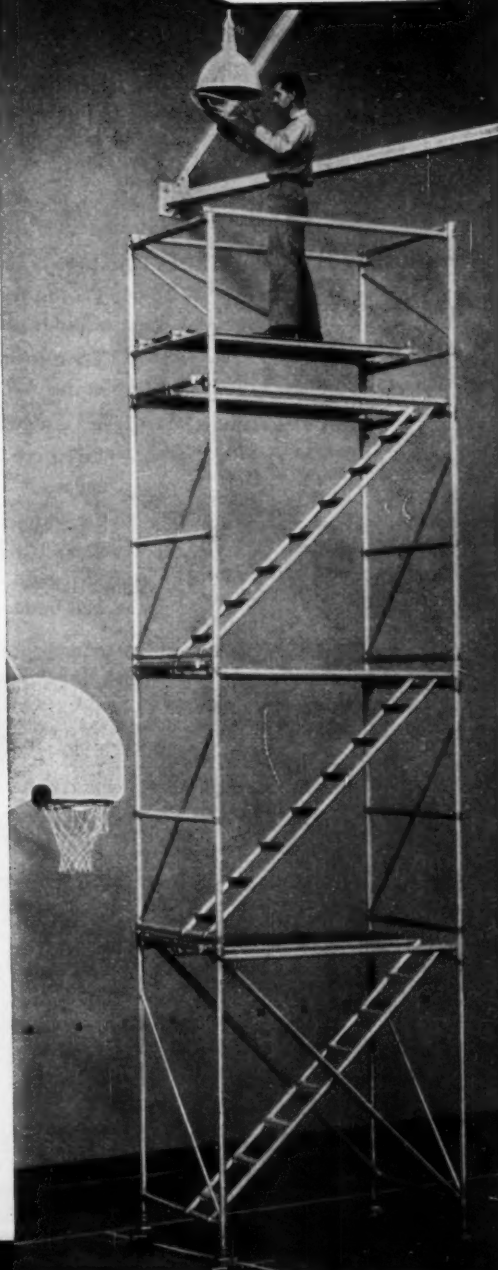
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# TEACHERS' SALARIES

## SEYMOUR SCHEDULE

The school board of Seymour, Conn., has adopted a new salary schedule for 1955, calling for a minimum salary of \$3,200 and a maximum of \$5,000, and increments of \$150 per year. Teachers holding an A.B. degree will be paid a maximum of \$5,000, and those with a master's degree, \$5,200.

## WHITEFISH BAY SCHEDULE

The Whitefish Bay board of education, Milwaukee, Wis., has adopted a revised salary schedule, which became effective as of February 15, 1955. The schedule which divides teachers into three groups, sets a minimum

salary of \$3,550 and a maximum of \$6,700, with annual increments of \$200.

Teachers holding a bachelor's degree begin at \$3,550 and go to \$5,900; those who earn 15 additional credits go to \$6,000 maximum; and those having 30 credits to \$6,100 maximum. Teachers having a master's degree begin at \$3,850 and go to \$6,300 maximum; those earning 15 additional credits go to \$6,400 maximum; and those with 30 credits to \$6,500. Teachers holding a doctor's degree begin at \$4,150 and go to \$6,700 maximum.

Department heads and deans receive \$225 above the schedule and are permitted to advance to \$225 above the maximum at the discretion of the board.

The board reserves the right to withhold the annual increments in cases where the teacher's work is not satisfactory. Credits are accepted from approved institutions. All credits

must be of graduate level in order to merit a salary advance. A service increment of \$100 will be paid every fifth year to teachers who remain at the maximum for five years, not exceeding a total of four such increments.

## VALLEY SALARY SCHEDULE

The board of education of Valley, Neb., has adopted a salary schedule, to become effective in the school year 1955-56. While the board reserves the right to take a maximum of four years to place all staff members on the schedule and to allow three years of experience for placement on the schedule, it will upgrade the salaries as rapidly as possible to meet the schedule.

Supt. Glenn D. Tabor reports that the schedule calls for three classifications. Teachers with two-year elementary certificates will begin at \$2,500 per year and go to \$3,600 in the tenth year; teachers who are college graduates will start at \$3,300 and go to \$4,500 in the twelfth year; teachers holding a master's degree will begin at \$3,500 and go to \$4,700 in the twelfth year; teachers having a doctor's degree start at \$3,800 and go to \$5,100 in the thirteenth year.

## WESTBURY SALARY SCHEDULE

The board of education of Westbury, L. I., N. Y., has adopted a salary schedule for September, 1955, which provides a starting salary of \$3,650 for teachers with a bachelor's degree, and \$3,900 for those holding a master's degree. The schedule sets up 15 steps and after every period of five years of service insures that the teacher will receive an additional \$250 salary increment.

The schedule provides five classifications into which teachers are divided. Nondegree and bachelor-degree teachers begin at \$3,650 and go to \$7,100 after reaching the fifteenth step. Teachers holding a master's degree start at \$3,900 and go to \$7,450 after the fifteenth step. Teachers with a master's degree and 15 hours' college credit begin at \$4,050 and go to \$7,500. Teachers with a master's degree and 30 hours' credit start at \$4,200 and go to \$7,650. Teachers with a doctor's degree begin at \$4,650 and go to \$8,100.

## TEACHER SALARY NEWS

★ The board of education of Hardwick, Vt., has proposed a new salary schedule for 1955, based on years of experience and the possession of degrees. The schedule calls for a beginning salary \$200 above the state minimum salary in each classification, with \$100 increments after the second year of teaching, reaching the maximum after 12 years' experience.

Under the schedule, teachers with one year's training begin at \$1,900 and go to \$3,000 after 12 years; teachers with two years' training start at \$2,200 and go to \$3,300; teachers with three years' training begin at \$2,400 and go to \$3,500. Teachers holding a bachelor's degree begin at \$2,700 and go to \$3,800; teachers with a bachelor's degree and 15 hours' credit start at \$2,775 and go to \$3,875; and teachers holding a master's degree begin at \$2,850 and go to \$3,950.

★ Trumbull, Conn. The school board has approved a salary schedule for 1955, calling for increases of \$300 for beginning teachers, and \$400 for teachers who complete 17 years of service. The schedule provides \$3,300 for beginning teachers and a maximum of \$5,400 at the end of 17 years.

★ Claremont, N. H. The school board has approved salary increases of \$200 for the teaching staff. The teachers' council has requested increases of \$400.

★ Cedar Rapids, Iowa. Salary increases of \$250 a year have been approved for the school year 1955. Administrative and supervisory officials were given increases ranging from \$250 to \$550.

## Los Angeles Board of Education selects WALK-TOP for sealing 4,500,000 sq. ft. of playground area

This undertaking merits the consideration of school executives in every section of our country. For full particulars, contact the Laykold Engineer in our office nearest you.

● The Board of Education, City of Los Angeles, with one of the nation's largest school populations, has just completed the first phase of a highly progressive program. Over 4,570,000 sq. ft. of playground area in that city have been surfaced and sealed with resilient, non-abrasive materials.

Objectives of this sealing program are four-fold:

1. To reduce the danger of playground accidents.
2. To minimize wear on clothing and equipment.
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On the basis of competitive tests covering 70,000 sq. ft., Walk-Top was selected for use on the remaining 4,500,000 sq. ft. The cost was well under \$0.04 per sq. ft.



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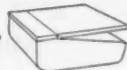
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rests closed at 10° angle  
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That's why it's so essential to have proper temperature and ventilation control *at all times!*

Student reactions will vary widely—depending on the time of day, the type of class, and the method of instruction. But the new Honeywell Schoolmaster Temperature Control System assures the proper conditions for classroom alertness throughout the day.

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classrooms  
make him  
sluggish...  
and cut his  
"take home"  
learning**



This new Schoolmaster System is a highly productive unit. It includes a newly developed school thermostat for each classroom, plus an indicator panel for the principal's office which gives a finger tip report on all room temperatures.

With this system, you can accurately coordinate level temperatures, proper humidity and ventilation to create ideal conditions for brighter classes, and better learning.

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## New Honeywell Schoolmaster System makes temperature and ventilation control a "productive" item



*A thermostat in each room makes temperature and ventilation control a part of teaching. The Honeywell individual classroom thermostat is custom designed for the instructor so that room temperature and ventilation can be matched to class activities.*

*An indicator panel gives the principal a fingertip report. The panel shown here is for the principal's office and is wired to a special sensing element in the thermostat for each room. The principal can have a push-button temperature reading for any room in the school.*

*Special sensing elements provide added fire safety. You have a constant fire sentry in the Honeywell Schoolmaster System, in addition to your regular fire protection system. You have fire sensing elements in each room, and in closets and store rooms, if you wish. These elements are wired to the principal's panel to help detect fires.*



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# SCHOOL FINANCE AND TAXATION

## SCHOOL CONSTRUCTION

During the month of February, 1955, contracts were let, in 11 Pacific Coast states, for the erection of 66 school buildings, at an estimated value of \$18,253,003.

Additional contracts in the number of 95, were reported, to cost an estimated \$27,742,588.

Dodge reported that during February contracts were let for 507 school buildings in 37 states east of the Rocky Mountains. The contract valuation was \$134,911,000.

## School Bond Sales

During the month of January, 1955, bonds for school construction purposes were sold, in the amount of \$196,284,625. The largest sales were made in:

California	\$27,470,000	New York	\$59,913,000
Connecticut	8,220,000	North Carolina	3,596,000
Illinois	3,298,000	Ohio	24,951,000
Indiana	3,653,000	Pennsylvania	3,071,000
Louisiana	6,657,000	Texas	5,319,000
Massachusetts	3,738,000	Washington	6,539,000
Michigan	11,909,000	West Virginia	3,700,000
Minnesota	\$ 4,015,000		

The average yield of 20 bonds, as of February 27, was 2.43 per cent.

## Bond Booklet

The public schools of Los Angeles, Calif., have issued a bond booklet telling about its bond plan for new schools and rehabilitation and improvement of other schools. The several items listed in the booklet comprise the \$133,000,000 school bond proposal which goes before the voters at the April 5 primary election. Voters will be asked to approve a \$45,000,000 proposal for elementary schools, and \$74,000,000 for junior and senior high schools.

## SCHOOL BUILDING NEWS

★ The Dallas school board has voted to buy new tracts of land for future schools large enough to provide a play park and wading pool. Most schools in Dallas now have two, and sometimes three, playground teachers, while only a few years ago, most schools had one playground teacher, and some had none.

The board is emphasizing in its new programs, large gymnasiums and high schools are employing good coaches in most sports. The outdoor theme is being stressed because board members believe that plenty of good sports and outdoor activities make better and more contented students. In numerous schools erected during the past two years, playrooms have been built in elementary schools, and activity rooms in the high schools where all sorts of student meetings and club meetings are held.

More schools will be needed this year than were anticipated. It has been discovered that six schools will be overcrowded due to rapid growth during the past few months, and plans are under way to erect temporary frame schools in outlying locations for temporary use. Most of the growth has been in the residential area, near the big factories.

★ Tracy, Calif. The Tracy school district has completed the erection of four school buildings and an addition to another school. These projects were part of a school building program, started in 1950 and completed in 1954.

## NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS\*

Item	Date	Latest Figure	Previous Mo.
School Building Construction <sup>1</sup> .....	Feb., 1955	\$134,911,000	\$204,085,000
School Building Construction <sup>2</sup> .....	Feb., 1955	18,253,003	16,621,975
Total School Bond Sales <sup>3</sup> .....	Jan., 1955	196,284,625	109,774,978
Latest Price, Twenty Bonds <sup>4</sup> .....	Feb. 25	2.45%	2.41%
New Construction Expenditures <sup>4</sup> .....	Jan., 1955	223,000,000	189,000,000 <sup>5</sup>
Construction Cost Index <sup>5</sup> .....	Feb., 1955	599	598
Educational Building Permits, Valuation <sup>6</sup> .....	Oct., 1954	\$ 97,200,000	\$997,000,000 <sup>10</sup>
Wholesale Price Index <sup>6</sup> .....	Feb. 22	110.3	110.2
U. S. Consumer's Prices <sup>6</sup> .....	Dec., 1954	114.3	114.6
Total Population of the U. S. <sup>7</sup> .....	Jan. 1, 1955	163,930,000	161,170,000 <sup>9</sup>
Births During 1954.....		4,073,000	3,967,000 <sup>9</sup>
Total Number of Pupils Enrolled <sup>8</sup> .....	Sept., 1954	29,525,990	
Elementary.....		21,309,172	
Secondary.....		8,216,818	
Total Number of Teachers <sup>8</sup> .....	Sept., 1954	1,065,803	
Elementary.....		690,109	
Secondary.....		375,694	
Total Number of Pupils in Excess of Capacity <sup>8</sup> .....	Sept., 1954	2,644,355	
Elementary.....		2,197,624	
Secondary.....		446,731	
Total Number of Classrooms Scheduled for Completion During 1954-55 <sup>8</sup> .....	Sept., 1954	60,005	

\*Compiled Mar. 7, 1955.

<sup>1</sup>Dodge figures for 37 states east of Rocky Mts.

<sup>2</sup>11 states west of Rocky Mts.

<sup>3</sup>Bond Buyer.

<sup>4</sup>Joint estimate, Depts. of Commerce & Labor.

<sup>5</sup>American Appraisal Co., Milwaukee.

<sup>6</sup>U. S. Dept. of Labor.

<sup>7</sup>U. S. Dept. of Commerce.

<sup>8</sup>U. S. Dept. of Health, Education, & Welfare.

<sup>9</sup>Previous year.

<sup>10</sup>First 10 months, 1954.

★ The town of Canton, Conn., has erected 11 additional classrooms at the high school, including a modern, functional laboratory.

★ Littleton, Colo. The board of education has completed preliminary plans for the erection of a high school, to cost \$1,000,000. The school, to be located on a 22-acre site, will contain 30 pupil stations, and will be financed with a bond issue of \$1,350,000.

★ Wolcott, Conn. The school board has voted to create a school planning committee to study school building needs and report to the board.

★ Chattanooga, Tenn. The board of education is engaged in an extensive school building program, involving an expenditure of \$3,856,000. Of the program, three buildings have been completed and a fourth school is about to be erected. The John B. Steele gymnasium will be completed, at a cost of \$319,000.

★ Dallas, Tex. The board of education has approved preliminary plans for a large high school, to house 2500 students, and to cost \$2,210,588. The building is to be completed in 1957.

★ Marshalltown, Iowa. The board of education has completed a \$2,500,000 elementary school building program within the past six years. The Fisher Foundation gave the district \$1,600 to wire two of the largest elementary schools for television.

★ Asheville, N. C. The Citizens' Committee for Better Schools has urged the appointment of a fact-finding committee to undertake an impartial survey of city and county school building needs. James G. K. McClure indicated that he will appoint D. Hiden Ramey as chairman of the committee. School construction needs as presented last fall and reviewed by City Supt. J. W. Byers and County Supt. T. C. Roberson were estimated to cost \$2,641,500, based on estimates for the next five-year period.

★ Visalia, Calif. The board of education is engaged in the construction of three new elementary school buildings. Robert C. Kaestner has been employed as architect for these buildings.

★ The Milwaukee, Wis., board of school directors has voted to proceed with the erection of the West Division High School, estimated to cost \$4,000,000. Plans are also in progress

for the erection of two elementary schools, to cost \$1,200,000 each.

★ Jersey Shore, Pa. The school board has approved preliminary plans for the erection of a new joint high school building. The architectural firm of Hunter, Caldwell & Campbell, Altoona, has been employed to prepare plans and specifications for a building to cost \$1,341,000.

★ Joliet, Ill. The school board has decided to create a finance committee of the local campaign group to raise and contribute funds necessary for new school facilities. It is planned to float a \$4,800,000 bond issue for the construction of six schools and additions to four buildings.

## SCHOOL BONDS

★ Nashville, Tenn. A \$1,000,000 bond issue has been approved for the construction of new schools and additions to existing buildings.

★ Granite Park, Utah. The voters have given the school board authority to borrow money to the district's legal limit to build new schools. The election enables the board to borrow as much as \$4,000,000.

★ Fort Dodge, Iowa. The voters have approved a proposal for a bond issue of \$2,150,000 for new schools.

★ The Caddo parish school board, Shreveport, La., has sold \$5,000,000 school bonds, at an interest rate of 2.2647 per cent.

★ Lincoln, Neb. The school board has let contracts for the Public Schools Activities Building, to cost \$599,483.

★ The Long Beach, Calif., unified school district has sold \$16,250,000 in bonds, at a bid of 100.29 for 2½ per cent bonds.

★ The Florida State Board of Education has sold \$9,155,000 in revenue bonds, at a bid of 100.084, and an interest cost of 2.62 per cent.

★ The Florida State Board of Education has sold \$9,000,000 revenue bonds, to be used for school construction. The net interest cost was 2.62 per cent.

★ Northwest Joint School Authority, Luzerne Co., Pa., sold \$1,250,000 revenue bonds, at prices to yield 1.5 to 3.15 per cent.

★ North Hempstead, L. I., N. Y., School Dist. No. 11 sold \$2,120,000 of bonds, at bid of 100.4159 for 3.15.

★ Nutley, N. J., sold \$1,821,000 of school bonds, at a bid of 100.519 for 2.35.

★ Warren, Ohio. Sold \$2,200,000, at a bid of 101.547 for 2½.

★ Joliet, Ill., Dist. of Will County, sold \$4,866,000 of bonds, at a bid of 100.0279 and interest cost of 2.4206 per cent.

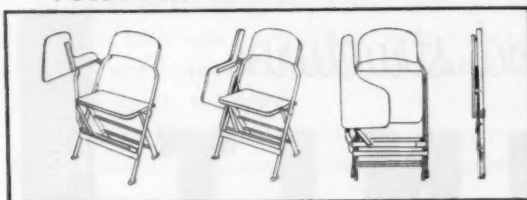
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## SCHOOL BOARD NEWS

★ Easton, Conn. The school board has passed a rule requiring all school employees to have an X-ray chest examination once a year. The work will be done by a mobile unit, at a small cost to the individual teacher.

★ Milwaukee, Wis. A movement to merge the Milwaukee and Vocational school boards has been crushed by the City Council's judiciary-legislation committee which voted to shelve the school board's plea to aid the plan. Consolidation of the two boards had been discussed for years, but the movement has recently gained strength due to the fact that the vocational board supported tax-supported educational television.

★ Los Angeles, Calif. A preliminary audit report has been presented to the board of education concerning irregularities and possible corrections in management of the schools' business division and the warehouses.

Robert Warner, a representative of an auditing firm, appeared before the board to inform members of studies under way to improve methods and procedures in the handling of inventories for the schools. He offered seven recommendations for better operation in such matters as tighter control of equipment, better control and disposition of salvage, improved equipment handling, detailed inventory recording, new warehouse housekeeping and security of stores. He advocated the construction of a modern food storage warehouse and modernization of the supply warehouse.

★ The Black Hawk County, Iowa, school

board has approved a plan for merging East Waterloo township school district with the Waterloo independent city district.

★ Ottumwa, Iowa. The school board has voted to reaffirm its policy of renting buildings and other school facilities only at times which cause no conflicts with school activities. It was explained that school principals are often placed at a disadvantage when pressures are applied by outside individuals or agencies who request school facilities when school affairs have previously been scheduled. It was voted that all school activities have first consideration.

★ The Minnesota State Board of Education has approved requests from two suburban districts for split-shift class schedules. In Anoka County, the half-day schedules will be in effect for the remainder of the school year. In St. Louis Park, the present class plan will be continued in the junior-senior high school during 1955-56.

★ In Euphrata, Wash., the high school staff has begun plans for a junior high school program, effective in the fall of 1956. Under the plan, grade pupils in Soap Lake may complete the ninth grade and go directly to the Euphrata high school in September of each year.

★ Fargo, N. Dak. The school board has raised the minimum age for the kindergarten and first grade. Beginning in September, 1955, children may enter the kindergarten if they will have reached their fifth birthday by November 1. In 1956, they must have reached their fifth birthday on or before September 15 of that year. First-grade pupils must have reached their sixth birthday by November 1 of that year.

★ The school board of Santa Paula, Calif., has approved a set of board rules and regulations following a two years' study. A teachers' handbook has also been approved.

★ In Salida, Colo., the schools are conducting free eye examinations of pupils whose parents present written requests. In the examinations, an ortho-rater is utilized, and reports are regularly sent to the parents, indicating whether the child's vision is normal, slightly subnormal, or far below normal.

★ Moberly, Mo. The school board has increased the tuition costs for nonresident pupils. The tuition for high school students was set at \$225, and for grade pupils at \$150.

★ San Diego, Calif. The school board has been asked to approve new honor courses for senior high school students. The courses are offered as an inducement to students to get better grades.

★ Waterbury, Conn. The addition of a business manager to the staff of the school department has been advocated by Supt. John G. Gilmartin. The position was proposed as a saving in school expense and as a means of giving more attention to the advancement of students.

★ Plainville, Conn. The school board has approved a new salary schedule calling for increases ranging from \$100 to \$600 a year. The new schedule adds \$55,000 to the payroll expense.

★ Brattleboro, Vt. The school board has approved a salary schedule for 1955, calling for increases in all groups beginning September 1, and increasing the minimum salary to \$2,600 for men and women. The ten-year step on the schedule provides \$4,500 for both men and women holding a master's degree.

★ Oxford, Conn. All members of the teaching staff have been given salary increases of \$200 for the year 1955. Teachers holding a bachelor's degree will be paid \$3,200 to \$5,000, attainable in 12 annual steps.

★ Bath, Me. The school board has approved a salary increase of \$200 for all teachers in 1955.

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Columbus High School, Marshfield, Wis.  
Architect — Irving Obel

Edison Elementary School, Pullman, Wash.  
Funk, Molander & Johnson, Architects



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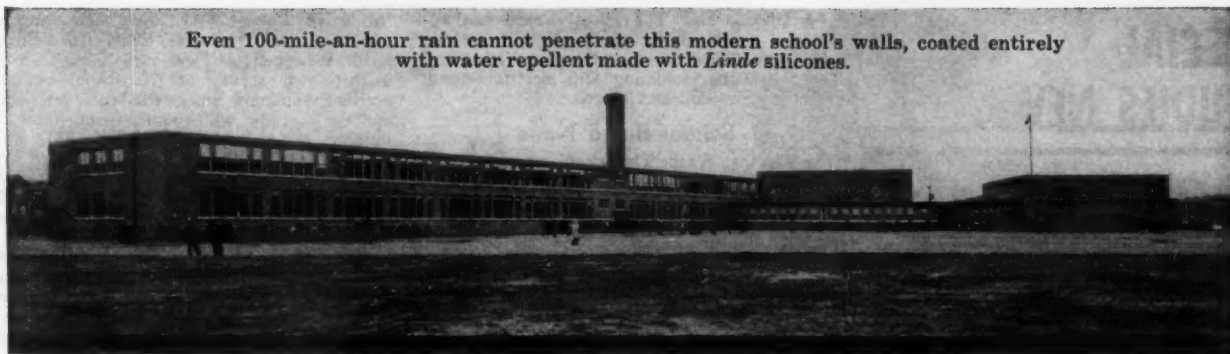
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## SPECIAL STUDIES NEWS

★ The administrative staff of the town of Canton, Conn., under the direction of Supt. H. B. Jestin, carried out a year's study of reading in the elementary school during the school year 1953-54. Following the study, a basal reading series was introduced in the schools, with emphasis on independent reading. It is planned to revise the entire elementary school curriculum in 1954-55.

Student personnel services have been developed at the secondary school level, which include a testing program for grades one to twelve, vocational and curriculum counseling, and research seminars for gifted students, and for students with reading problems who are compelled to progress at a much slower pace.

★ Stockton, Calif. The school board has approved an experiment in providing special instruction for gifted children. The pilot program, to be operated on a limited basis, will provide special materials for exceptional children. Three classes will be operated at three grammar schools, one each on the second-, fourth-, and sixth-grade levels. One special class, to meet a half-day weekly, will comprise fifth and sixth graders.

★ Lincoln, Neb. The school board has adopted a suggestion to issue a certificate of attendance in addition to a graduation diploma to senior high school students. The purpose of the certificate is to raise the standard and value of the three-year high school diploma.

★ Tulsa, Okla. The school board has approved a new adult evening course in cooking for men. Other courses offered are structural shop drafting, soldering and electric wiring, home decoration, and speech.

### School Board News

★ Tacoma, Wash. The school board has approved new salary increases for teachers, ranging from \$261 to \$444. The schedule calls for a starting salary of \$3,400 for a nondegree teacher and goes to \$5,800 for a master-degree teacher at the top step.

★ Ansonia, Conn. The school board has adopted a salary schedule for 1955, calling for a minimum of \$3,200 and a maximum of \$5,200 after 15 years' experience.

★ Burlington, Iowa. The school board has adopted a new policy governing teacher leave benefits. Ten days' leave is to be allowed each year, accumulate to 40 days. After four years' employment, a sufficient number of days, not to exceed ten, will be added to the unused days of leave, to bring the maximum to 40.

★ The Pittsburgh, Pa., board of education has voted to carry its own insurance and to reimburse the schools for losses covering funds of schools and pupils in elementary schools. In the past the schools have been carrying their own insurance as a means of protecting themselves against the loss of funds in high schools and vocational schools. The annual results are set up from the regular annual insurance appropriations.

★ Des Moines, Iowa. The board of education has voted to open its "committee of the whole" meetings to the public, except for a period of an hour and a half which will be devoted to discussions relating to personnel and building sites. The board will continue to hold public meetings on the first and third Tuesday of every month.

★ North Kansas City, Mo. The board of education has employed Engelhardt, Engelhardt & Leggett, of New York City, to make a three-year survey of the school building needs. Preliminary work will begin very soon and each study will require from three to four months to complete.

★ At Duarte, Calif., a new report card system has been adopted, to become effective in September, 1955. Seventh and eighth graders will be graded by the A, B, C, D, F method and on a parallel grading basis.

★ The board of education of community unit school district No. 400, Alexis, Ill., has adopted a new, all-weather playground surfacing which it is utilizing on the school playgrounds. Two areas, each 88 by 100 in size, were completed at the elementary school yard during the past summer. Mineral asphalt is being used as a cover, over four inches of crushed rock, which provides an excellent playground surface in all kinds of weather.

★ Naugatuck, Conn. The school board has adopted a new salary schedule for 1955, calling for salary increases ranging from \$100 to \$800 for teachers holding a bachelor's or a master's degree. The minimum raise on the bachelor's level after a year's service is \$300, and on the master's level three annual increments of \$100 each, and a starting salary of \$2,100.

★ San Antonio, Tex. The Research and Planning Council has approved a request of the school board for a survey of school building needs.

★ Framingham, Mass. The school board and the Citizens' Committee on School Planning have approved a proposal for the acquisition of land and the construction of a senior high and vocational school, to cost \$2,880,000. The project will be financed by a bond issue from time to time, which means that there will be no interest payments on the whole amount at once.

## Monroe FOLDING BANQUET TABLES

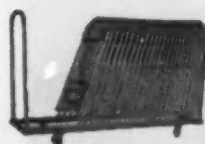


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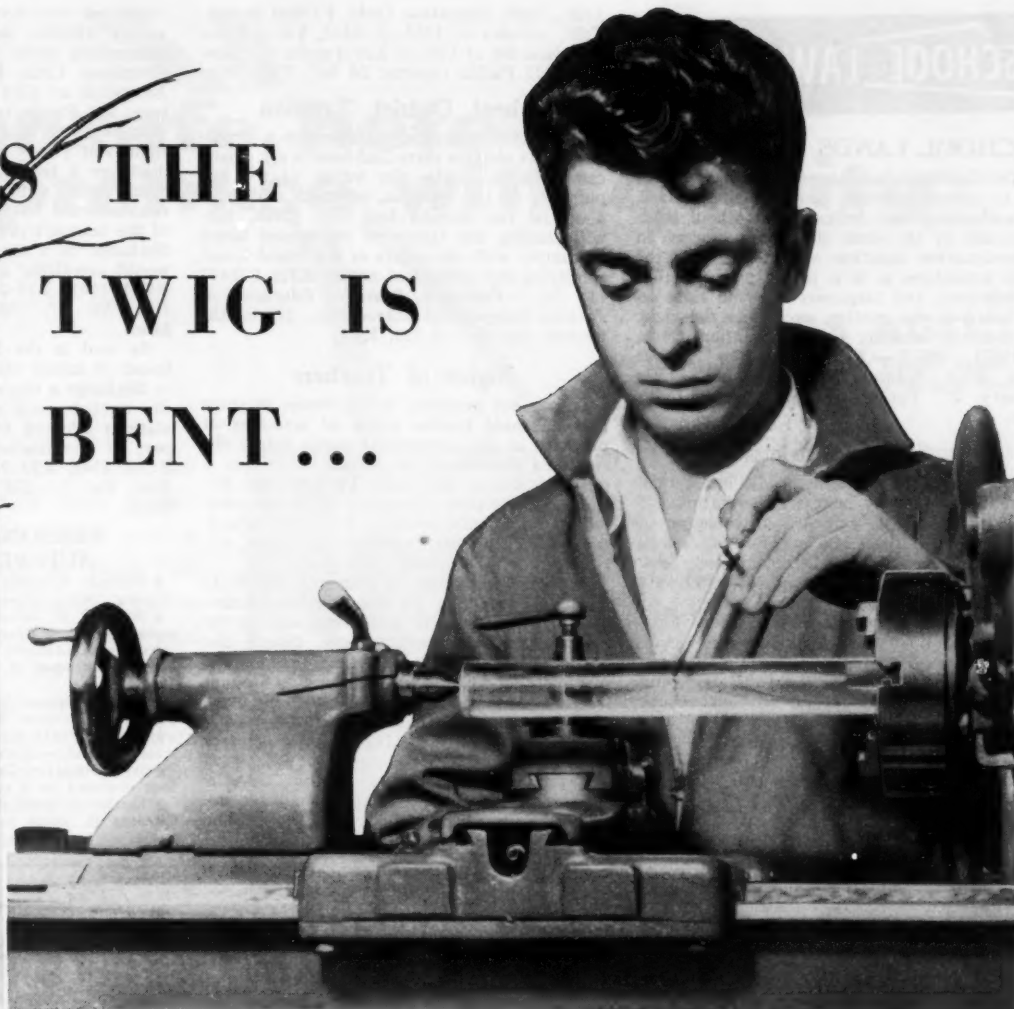
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## SCHOOL LAW-NEWS

### SCHOOL LANDS AND FUNDS

The California legislature has plenary power as to school districts, and a school board, in authorizing the dedication of school lands pursuant to the state statutes, performs an administrative function as provided by the state legislature, as it is public property that is dedicated, and taxpayers have no right to be heard in the matter, except as the right is given by statute. Calif. Education Code, §§ 18671, 18675.—*Ransom v. Los Angeles City High School Dist. of Los Angeles County*, 277 Pacific reporter 2d 455, Calif. App.

### School Districts

The Georgia general assembly has power to confer on county boards of education the right to consolidate schools, in whole or in part, in the exercise of discretion of such a board. Ga. laws of 1953, Nov.-Dec. Sess. p. 282.—*Crawford v. Irwin*, 85 Southeast reporter 2d 8, Ga.

The California statute, which merely required a loyalty oath as a condition precedent to public employment, occupied the field of legislation on the subject of loyalty oaths for public employees, but did not make the school board's rule, which required a school employee subpoenaed by an Un-American Activities Committee to appear before such a committee to answer under oath, questions relative to membership in the Communist party, an unauthorized assumption of legislative power. Calif. Government Code, §§ 3100-

3109; Calif. Education Code, § 12600 et seq.; Calif. statutes of 1953, p. 3343, § 4.—*Board of Education of City of Los Angeles v. Eisenberg*, 277 Pacific reporter 2d 943, Calif. App.

### School District Taxation

Where for several weeks prior to a special school tax election there had been a systematic campaign to apprise the voters of the importance of the question, sufficient notice of a special tax election had been given, notwithstanding the failure of the school board to comply with the orders of the Fiscal Court specifying the method of notice. KRS 160.477 (1) (b).—*Pelfrey v. Board of Education of Jackson Independent School Dist.*, 273 Southwestern reporter 2d 353, Ky.

### Rights of Teachers

It was not necessary in California to show that a school teacher knew of activities or purposes of the Communist party before she could be discharged for refusal to answer a question, before the State Un-American Activities Committee pertaining to membership in the Communist party.—*Board of Education of City of Los Angeles v. Eisenberg*, 277 Pacific reporter 2d 943, Calif. App.

A Senate resolution, empowering the Fact-Finding Committee on Un-American Activities to make its investigation did not, on the ground that it was too vague, invade the federal constitutional rights of the teacher who refused to answer a question asking whether she was a member of the Communist party of a certain county.—*Board of Education of City of Los Angeles v. Eisenberg*, 277 Pacific reporter 2d 943, Calif. App.

A public school teacher did not have a constitutional right to her position after invoking her constitutional privilege of refusing to answer, under oath before the State Un-

American Activities Committee, a question, asking whether she was a member of the Communist party of a certain county. Calif. Education Code, §§ 8275, 13521.—*Board of Education of City of Los Angeles v. Eisenberg*, 277 Pacific reporter 2d 943, Calif. App.

A board of trustees in Montana had the right and power under the state statute to discharge a teacher only for immorality, incompetence, unfitness, or violation of the rules adopted by the board and made a part of the teacher's contract by reference, and the discharge of a teacher on any other ground would constitute a breach of such contract. RCM 1947, § 75-2411.—*Hovland v. School Dist. No. 52*, 278 Pacific reporter 2d 211, Mont.

As used in the Montana statute, giving a board of school trustees the right and power to discharge a teacher for violation of "rules," the quoted word means the rules and regulations adopted by the board and made a part of the teacher's contract by reference. RCM 1947, § 75-2411.—*Hovland v. School Dist. No. 52*, 278 Pacific reporter 2d 211, Mont.

### PERSONAL NEWS OF SUPERINTENDENTS

★ HERBERT ROWLAND is the new superintendent at Amorita, Okla., succeeding Willard Holderby.

★ WILLIAM E. MALE succeeds Fred Ambellan as superintendent at Gloversville, N. Y.


★ CHARLES LEBLANC has been elected acting assistant superintendent of the Terrebonne parish schools, Houma, La.

★ ROBERT GAINES is the new superintendent of schools at Charleston, S. C., succeeding G. C. Rogers.

★ O. L. PLUCKER has been elected superintendent of schools at Independence, Mo.

★ SUPT. HAMPTON CROWDER, of Hobart, Okla., has been re-elected for a second term.

★ The school board of Pueblo, Colo., has re-elected CHARLES H. DAVIS and JOHN T. DUNLAP for new terms expiring in June, 1960.



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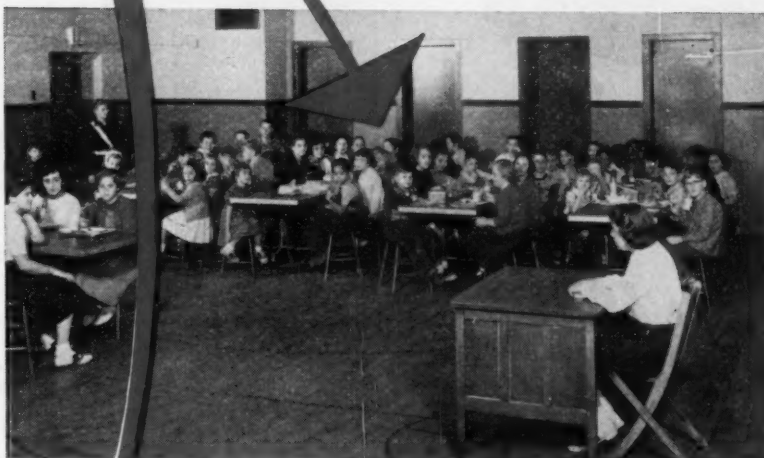
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## AFTER THE MEETING

### AMHERST WITCHCRAFT

F. R. POWERS

Superintendent of Schools  
Amherst, Ohio



Mr. F. R. Powers

had been run many years ago and long since forgotten.

Someone said, "Go, get Henry Gordon." And before the clerk who was looking for the old record found the blueprint, Henry came with two pieces of welding rod bent like those in the picture. He carried them, pointed like those I am shown carrying. When he came over the old drain, they turned to line up right with the drain, and they picked the right place. Henry did that.

Later I wanted to locate the storm water sewer which ran off at an unusual angle from an old house that we had just bought. So I took me two pieces of welding rod and located the storm sewer without any trouble.

People with accomplishments such as this recent one of mine were accused, in the olden days, of being in league with the devil. Whatever the cause may be, I can take my welding rods and locate those old water lines.

The chances are that you, the reader of this, can also locate water. A neighbor, who watched me on another occasion using my rods, commented that his father-in-law could locate wells with peach rods, but that he himself was skeptical about it. I let him use my welding rods, and, sure enough, they turned when they came over an old water line. "By golly, it works!" he exclaimed when his results came out just like mine.

I am sure that the reason will not be found anywhere in the field of legerdemain or in science. There is a force that monkeys with those welding rods. Suppose, while we are on the subject, you try to name that force.

Believe it or not, an old friend of the writer is master of the art of locating water with a branch of a peach tree. I took a picture of him when he located a pretty fair source of water for a well, and I am willing to vouch that there was nothing fishy about the whole business, in spite of my complete scientific skepticism.

The other day, we had occasion, at the Amherst School, to locate a water drain that

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## NEW PUBLICATIONS for SCHOOL EXECUTIVES

### School Pupils and the Law

(Winter, 1955) Special issue of Law and Contemporary Problems. Paper, 195 pp., \$2. School of Law, Duke University, Durham, N. C.

School law and especially its interpretation is undergoing constant changes due to new social, economic, governmental, philosophical views and conditions of the times. The present collection of 12 scholarly essays reflects the views of schoolmen, rather than lawyers and jurists. The topics range from such difficult matters as compulsory attendance and pupil conduct to the violently controversial issues of racial segregation, religious instruction, and the liberty of the teacher.

### State and Local Taxes

By C.I.O. Department of Education and Research. Paper, 142 pp., \$2. Congress of Industrial Organizations, Washington 6, D. C.

A useful handbook explaining the present state and local tax system.

### Elementary Principals on Their Problems

By William H. Graves, Jr., and Nathan Stoller. Paper, 20 pp. Teachers College, Columbia University, New York, N. Y.

A study to determine the problems and major areas of concern of beginning and experienced elementary principals.

### Why Johnny Can't Read

And What To Do About It. By Rudolf Flesch. Boards, 222 pp., \$3. Harper & Bros., New York, N. Y.

This book debunks the extreme use of the word method in training children to read and argues for an honest return to the phonic method for teaching the letter-by-letter make-up of English words. The argument from the standpoint of linguistics and psychology—in spite of universally accepted present expert opinion—deserves calm consideration.

### School Building Needs

Bridgewater Township, Somerset County, N. J. N. L. Engelhardt. Paper, 84 pp. Engelhardt, Engelhardt & Leggett, 551 Fifth Ave., New York 17, N. Y.

The two communities of Bridgewater township and Somerville borough adjoin in a rapidly growing area of New Jersey. The residential housing is moving outward and the school building needs are no longer confined to limited sections of the community. The older communities are being molded into new types and are confronted with urgent school building problems. A study was made of the building program necessary to house through 1960, the anticipated enrollment and the comparative cost to each district in 1957, when the first buildings could be opened. In case the two districts join, the new district would be compelled to provide an additional capacity of 450 for kindergarten through grade eight. The high school would need to be enlarged to accommodate 400 additional students. The cost to Bridgewater would be \$1,039,322 and to Somerville \$653,385. In case the two districts maintain separate organizations and each its own high school, the cost to Bridgewater would be \$1,031,702, and to Somerville, \$673,143. The survey experts recommend a new high school for Bridgewater and additions to two schools. For Somerville a new 250-pupil elementary school of nine classrooms and additional classroom facilities will be needed.

### Established Policies of the Board of Education

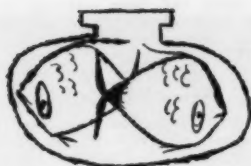
*Policies, Rules, and Regulations.* Published by the board of education, La Porte, Ind.

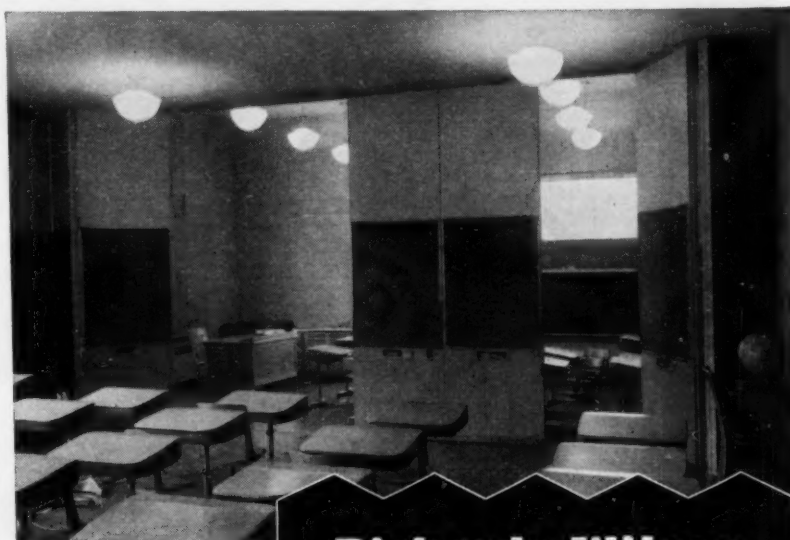
A code of ethics for the school board members and written policies on the major administrative duties, relations, and powers in such areas as salaries, working conditions of teachers and nonteaching staff members, use of school buildings, etc.

### School Building Needs of Herricks

Hyde Park, N. Y. By N. L. Engelhardt. Paper, 41 pp. Engelhardt, Engelhardt & Leggett, New York 17, N. Y.

The community of Herricks, in Nassau Co., N. Y., needs a high school building and additions to existing school buildings, as this study amply shows. One of the elementary schools is to be converted into a

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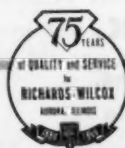
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junior high school and, later, additions to present buildings and an elementary school will be needed. The immediate program which is badly needed will cost \$5,500,000.

### Junior High School Facts

*A Graphic Analysis.* By the committee headed by Walter H. Gaumnitz. Paper, 71 pp., 50 cents. United States Office of Education, Washington 25, D. C.

This study outlines the history of the junior high school, its present status by states, present attendance statistics, the character and range of services provided, and finally, some problems of organization and policy.

### The Nihilism of John Dewey

By Paul K. Crosser. Cloth, 238 pp., \$3.75. Philosophical Library, New York, N. Y.

This book, by a professor of philosophy at Columbia University, examines and evaluates the inner meaning of Dewey's philosophy as developed in his most mature works. The author summarizes the pur-

pose and the results of the study when he writes in the Preface: "In commenting upon Dewey's reasoning, this author uncovers the utter meaninglessness of Dewey's philosophy of science, the utter emptiness of his philosophy of art, and the utter sterility of his philosophy of education." To what extent the author may be right, readers of this book may differ. Certainly, however, we are gaining perspective that will enable an objective judgment of the philosopher's earlier practical method and content of instruction as against his later theorizing.

### An Introduction to Japan

By Herschel Webb. Boards, ix-129 pp., \$2.75. Columbia University Press, New York 27, N. Y.

Prepared under the direction of the Japan Society, this brief book takes up (1) the land and the people, (2) the history, (3) the government, (4) the economic life, (5) the social and cultural life, (6) the fine arts, (7) the literature, (8) the religion and philosophy of Japan. Present relations and problems are briefly outlined in an introductory chapter. All written in a temperate, sympathetic way.

### Five Steps to Reading Success

*In Science, Social Studies, and Mathematics.* Compiled by a committee on English teaching. Paper, 39 pp., 65 cents. Metropolitan Study Council, 525 W. 120th St., New York 27, N. Y.

This booklet will help teachers who are determined to build up reading skill, especially comprehension. They offer systematic approach for working in three major areas.

### Sixty-Three Tested Practices in School-Community Relations

Compiled by Bernard Campbell. Paper, 67 pp., \$1.50. Metropolitan Study Council, New York 27, N. Y.

This study has identified a large number of public relations practices used by school administrators, viewed the practices in action, and selected the best. The practices have been checked against research findings. The booklet is addressed to principals, central office staffs, superintendents, and others.

### Public School Building Needs

*in Gallipolis, Ohio.* By John H. Herrick and others. Paper, 79 pp. Bureau of Educational Research, Ohio State University, Columbus, Ohio.

The city and township of Gallipolis (population 8865) extends a distance of ten miles along the Ohio River. The community is of slow growth but there is a strong desire to improve the school system. The present survey recommends an interesting shift of the high school from one existing building to another, the erection of a new elementary school, the betterment of several schools, and the remodeling of two schools. The program is practical and within the ability of the community.

### Size of Class in 277 Urban School Districts 2500 to 30,000 Population

Paper, 59 pp. Bulletin No. 8, 1954. Research Division, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

This third report which completes the 1953 survey of class sizes in urban school districts, presents useful data on more than 3300 urban districts with populations between 2500 and 30,000, and includes three population groups. The median class sizes in elementary grades for each of the population groups are: 27.7 pupils in Group IV (10-20,000); 27.8 in Group V (5-10,000); and 31.4 in Group VI (2500-5000). The median size of class in elementary grades in about half of the school districts in each group is 30 pupils or more. The median in 7 per cent of the 275 districts is 35 or more, while only about 5 per cent had a median class size of less than 25 pupils. The median size of class in junior high school classes was 28.1 in Group IV; 27.4 in Group V; and 27.5 in Group VI. Figures for senior high schools are: Group IV, 27.1; Group V, 26.5; and Group VI, 22.5.

### Beginning School: A Kindergarten Handbook

Compiled under the direction of Max S. Smith. Published by the public schools of Highland Park, Mich.

A handbook prepared for parents, well illustrated.

### Applied Physics for High Schools

Compiled by a committee of teachers, under the direction of Samuel Schenberg. Paper, 143 pp. Bulletin No. 11, May, 1953. New York City board of education, 110 Livingston St., Brooklyn 2, N. Y.

This syllabus in physics, prepared as part of the program of science curriculum, is designed to familiarize boys and girls with the world of energy and power as seen in everyday applications in work and general living. It devotes some attention to the place of the atom and the airplane in present-day society, and the newer ways in which the physical sciences contribute to health and recreation, transportation, and communication.

### Masters of the Air

Compiled by Glenn O. Blough and Paul E. Garber. Paper, 31 pp., 50 cents. The Smithsonian Institution, Washington 25, D. C.

Addressed to young and adult readers, this well-illustrated booklet records the achievements of American pioneers in aviation, from Langley the pioneer, to Bell, builder of the newest supersonic aircraft. This is one of the valuable publications on American historical and scientific subjects which the Smithsonian is issuing.

(Concluded on page 92)

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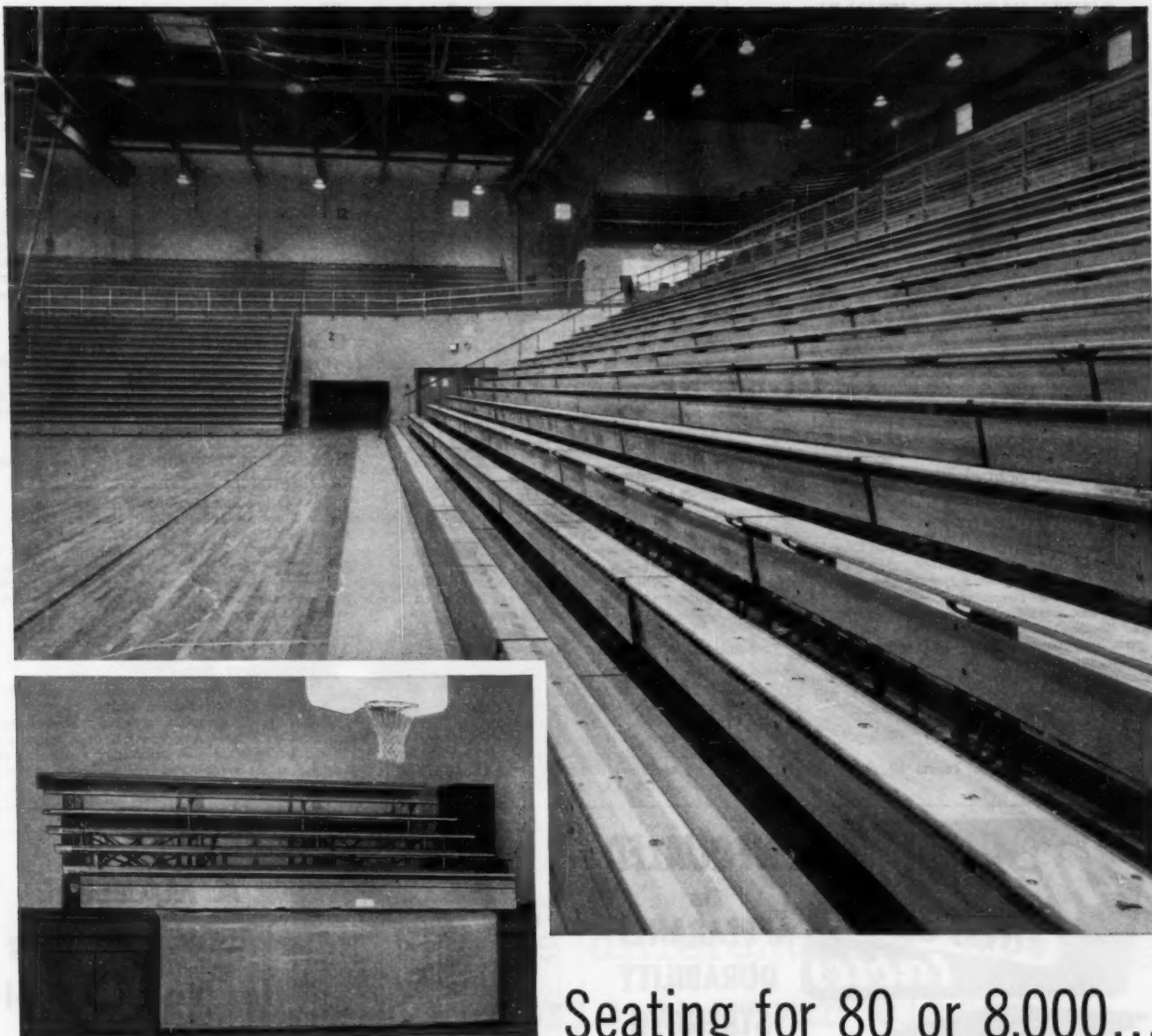
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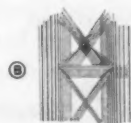


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## NEW PUBLICATIONS

(Concluded from page 90)

### Dictionary of American Proverbs

By David Kin. Cloth, 289 pp., \$6. Philosophical Press, New York, N. Y.

This book contains some 7000 sayings widely current in the United States. As Mark Van Doren remarks in the preface, "proverbs must be single sentences which bite and run" and so some few of the supposedly wise sayings seem to have gained acceptance more by repetition than inherent truthfulness.

### Administrative Organization in the Kenmore Schools

Compiled by J. Cayce Morrison, W. A. Anderson, and Edmond H. Crane. Paper, 21 pp. Published by the University of the State of New York Research Division, Albany, N. Y.

This valuable report of the State Education Department on the administrative organization of the Kenmore, N. Y., public schools recommends: (1) the basic principles to be observed, (2) a general outline of the setup for administration, supervision, and instruction, (3) democratic procedure for doing the job.

### The Oddstad School Plan

Paper, 7 pp. Pedro Valley Development Co., Redwood City, Calif.

Under this scheme the outer shells of 11 one-story homes were built and linked by a covered breeze-way. Eight houses were fitted for elementary school use; two were arranged as kindergartens; one was equipped for administrative purposes. A separate toilet-room building was erected. The school district rents the school "houses" which adjoin a school site on which a permanent building is to be erected. When the latter is completed, the connecting portions of the breeze-ways between the homes will be removed; garages will be attached; and the interior will be completed so that the houses may be sold.

### Teaching Reading

Fairfield, Conn., Schools. Paper, 10 pp. Fairfield News, Fairfield, Conn.

A complete report of the Fairfield reading committee of the Fairfield School Study Council concerning the teaching of reading in the elementary schools. The report takes up four great problems, including (1) differences in individual talents of children; (2) the need for a balance between sight reading and phonetic training; (3) the fact that girls learn to read faster than boys; and (4) the problem of adequate motivation for reading. Four main solutions are offered to take care of each of the problems.

### Financial and Enrollment Data in Ohio City Districts

Compiled by John H. Herrick and others. Paper, 18 pp. Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

This 28th consecutive report offers statistical data on assessed valuation, tax duplicates and tax rates, resident enrollments, and classification of Ohio school districts. The number of districts having special operating levies in 1954 was 135, and the average millage voted operating levies was 8.06. The average resident enrollment in grades one to twelve was 5335. The school bonded indebtedness per resident pupil in grades one to twelve was 1370, with the average at 343. The total tax rate for all purposes was 33.50 in the high bracket and 16.24 in the low, with the average at 24.18.

### Concise Dictionary of Ancient History

Edited by P. G. Woodcock. Cloth, 465 pp., \$6. Philosophical Library, New York, N. Y.

This book is addressed to undergraduate students of classic history and to the general reader. The more than 3000 entries relate principally to biographical and significant political events from the earliest history to the fall of the Roman Empire.

### Federal Funds for Education

By Clayton D. Hutchins, Albert R. Munse, and Edna D. Booher. Paper, 130 pp., 45 cents. U. S. Office of Education, Washington 25, D. C.

This bulletin summarizes the federal appropriations and the outlays, for all types of educational and training efforts. The grand total of federal funds allotted for education in 1952-53 was \$1,380,872,704; in 1953-54 it was \$1,940,800,000.

### These Are Your Schools

Paper, 6 pp. The board of school directors, Milwaukee, Wis.

This 6-page brochure reports on the school bond issue of April, 1954, and on the progress made in the school building program. At present, six projects are in progress and nine are in the planning stage. Fourteen projects have been completed since 1953.

### Reading — The First R

Compiled by Claude V. Courter. Paper, 39 pp. Board of Education, Cincinnati, Ohio.

This annual report of the superintendent of schools for 1953-54 describes a major function of the instructional program, the program of reading instruction in the Cincinnati schools, and discusses the teaching methods used and the philosophy. It presents criteria for evaluating desired achievement during the pupil's school career.

### General Shop for Everyone

By Louis V. Newkirk. Cloth, 261 pp., \$3.20. D. C. Heath & Co., Boston, Mass.

This basal text for the seventh, eighth, and ninth grades provides work in drafting, woodwork, metalwork, electricity, and plastics.

### Administrative Concern for Individual Differences

By Charles Aubert Berthold. Cloth, xii-225 pp., \$3.50. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This study of the adaptability of public high schools in a New Jersey area provides important information on the work which principals may do to meet educationally the personal abilities and differences of students.

### Teaching Foreign Languages in the Elementary School

By Theodore Anderson. Paper, 119 pp., \$1.25. D. C. Heath & Co., Boston, Mass.

This study of a rapidly growing movement examines work done in 23 American cities and suggests procedures for selecting and introducing a second foreign language in the grades. Practical teaching methods are described.



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## N.S.B.A. ADOPTS BASIC PLATFORM

(Concluded from page 6)

purpose of school boards associations is to strengthen the effectiveness of local boards through education, collective action, and self help.

Membership in a state association should be by boards, and membership in the national association should be by state associations.

The expense of supporting school boards associations and of attending their meetings is a legitimate charge against the district funds administered by each local board as evidenced by the legal authorizations existing in a majority of the states.

Typical example is the Tennessee Law of 1953, in part as follows:

That the Tennessee School Boards Association is hereby recognized as the organization and representative agency of the members of the school boards of Tennessee. . . . Membership dues and necessary traveling expenses of school board members and superintendents incurred in attending meetings of the Tennessee School Boards Association may be paid as other expenses are paid by boards of education.

### 16. School Board Associations Independent but Co-operative

State associations of school boards and the National School Boards Association should be organized and operated on a basis of complete independence. However, they should be dedicated to the policy of full and active co-operation with all lay and professional groups which are sincerely working for the advancement of public education.

At the national level, the National School Boards Association pledges itself especially to work in close co-operation with the National Citizens Commission for the Public Schools, the National Congress of Parents and Teachers, the National Council of Chief State School Officers, the National Education Association and its numerous affiliates (particularly the American Association of School Administrators), and the United States Office of Education.

### 17. National Board of Education Endorsed

Because of the universal, nonpartisan nature of the educational process, the National School Boards Association will continue to work for the establishment of a National Board of Education, composed of outstanding lay citizens, and having jurisdiction over an independent Office of Education, administered by a U. S. Commissioner of Education appointed by the Board as its executive officer.

Pending the attainment of the goal set forth above, the National School Boards Association approves the plan for the lay Advisory Committee on Education to the Secretary of Health, Education, and Welfare, with the U. S. Commissioner of Education acting as the secretary of the committee without vote.

### 18. Support of the NCATE

The National School Boards Association regards the National Council for Accreditation of Teacher Education, in which it is one of five sponsoring organizations, as occupying a position of strategic importance in the long-range upgrading of the teaching profession. The Association will continue to contribute constructively to the work of the Council through its three chosen representatives.

### 19. Approval for the National Organizations Round Table on Public Schools

It is the policy of the National School Boards Association to maintain representation in the National Organizations Round Table on Public Schools, in the belief that the surest way to unite the vast majority of the American people in an educational movement of real vitality and power is through their existing organizations.

### 20. Public Relations in Public Education

The National School Boards Association recognizes that underlying every problem of public education—teacher supply, buildings, curriculum, finance, and others—is the problem of how to enlist the understanding and support of the American public as a whole. When people are accused of apathy toward the schools, it is usually because they do not know the facts regarding school conditions, needs, and potentialities. The surest way for citizens to get such facts is to help collect them, organize them, study them, and make recommendations to their boards of education in the light of the facts. School boards, in turn, are well advised to enlist citizens groups to assist and counsel them, making certain in all cases that three fundamental principles are followed: (1) that such citizen groups shall be broadly representative of the entire community; (2) that recommendations shall be based on facts, not on unsupported opinion, hearsay, or guesswork; and (3) that the recommendations shall be submitted to the boards of education which alone have authority to act upon them.

The National School Boards Association is firmly convinced that the solution of the problems facing education today lies in strengthening the school boards of the nation, and in a continued and stepped-up crusade to help the American people to acquaint themselves with their schools and with the significance of a universal system of free public education in a world where the worth, dignity, and freedom of the individual are being challenged as never before.

### NEW ORLEANS SELECTED

The National Council on Schoolhouse Construction has announced, through its president, W. R. Flesher, that the 1955 meeting will be held September 20-24, at the Jung Hotel, New Orleans. Local arrangements will be made by Charles R. Colbert, architect.

In co-operation with the American Institute of Architects, the Council is preparing to publish a statement and questionnaire for selecting school architects. The document is prepared for the use of local boards of education and their administrative officials.

### WILL EXTEND

The National Citizens Commission for the Public Schools, which was set to disband in May, 1955, has announced through Roy E. Larsen its chairman, that it will extend its work through January 31, 1955.

For 1955, the Commission is co-operating with the National School Boards Association in aiding local community leaders to prepare and conduct planning conferences on their schools. The Commission is providing the

School Boards Association with a field worker, Dr. Maurice Stapley, of Indiana, to assist local school authorities in developing planning conferences, the results of which are to be made available to state-wide planning meetings and ultimately to the White House Conference on Education, to be held November 28 to December 1, 1955.

The National Citizens Commission is planning a new organization, which is to take over its work after January, 1956, and is to carry on a wide program of alerting citizens to the problems of the public schools. It is expected that the new organization will carry on the propaganda for citizens' committees.

### OPPOSE INTERFERENCE

Roger W. Hartt, chairman of the Fairfield, Conn., board of education, has expressed opposition to the interference of the town Board of Finance in the management of school finances. The board of education should have the authority to make minor adjustments in the use of funds and should not be obliged to appear before the Board of Finance to make changes due to contingencies. The school budget, in Mr. Hartt's opinion, should be a guide and not an absolute blueprint, unless that blueprint allows for the change of plans.

### SPECIAL MEETING

In Colorado Springs, Colo., the school board has introduced a new procedure in school board practice. It has set aside one full meeting a month for reports on the school curriculum and instructional program by staff participants from the various school levels and special service fields. The program, which started in the school year 1953-54, included reports covering the program at the elementary and senior high school levels. In 1954-55 the plan was extended to include reports from the junior high school level and the fields of special services. Following the discussions, members of the board ask questions concerning problems, practices, and needs.

The board reports that the plan has resulted in a better understanding of budget procedures and expenditures and a better appreciation of the new ideas and materials in curriculum content and procedure. At these meetings, representatives of the press are invited to attend and their reports of the meetings are printed in the local newspaper.

### COMING CONVENTIONS

*Apr. 2-6.* American Association of School Administrators. Regional: Cleveland, Ohio, Public Auditorium. Executive Secretary: Dr. Worth McClure, AASA, 1201—16th St., N.W., Washington 6, D. C.

*Apr. 3-6.* California Elementary School Administrators' Association. Santa Rosa Hotel, Santa Rosa, Calif. Secretary: Betty E. Finley, 9330 S. 8th Ave., Inglewood, Calif.

*Apr. 6-7.* Indiana Association of School Superintendents and Business Officials. Memorial Union Bldg., Purdue University, West Lafayette. Secretary: Mrs. Elizabeth Hatfield, 4819 Magoun Ave., East Chicago, Ind.

*Apr. 8-9.* Missouri School Boards Association. Jefferson City. Secretary: Ben A. Rogers, Eugene, Mo.

*Apr. 13-15.* Michigan School Business Officials. Pantlind Hotel, Grand Rapids. Secretary: Alfred C. Lamb, Wayne University, 5105 Second Ave., Detroit 2, Mich.

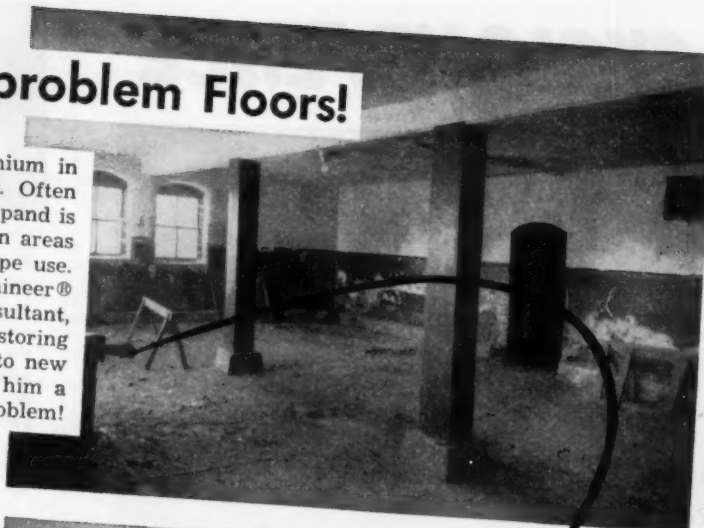
*Apr. 13-16.* California Association of Public School Business Officials. Hotel del Coronado, Coronado. Secretary: W. P. Peel, 1025 Second Ave., Oakland 6, Calif.

*Apr. 15-16.* Connecticut Association of Boards of Education. New Haven Teachers College, New Haven. Secretary: Mrs. Harriette G. Bidwell, 24 Massaco St., Simsbury, Conn.

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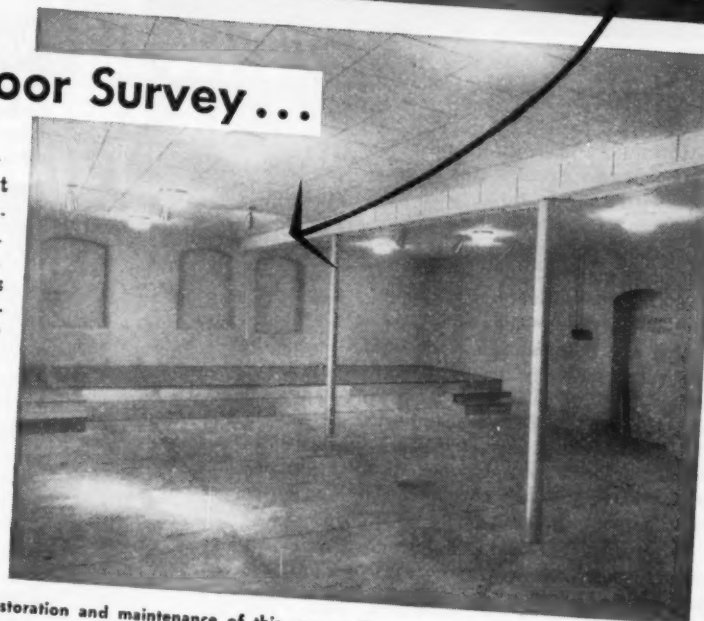
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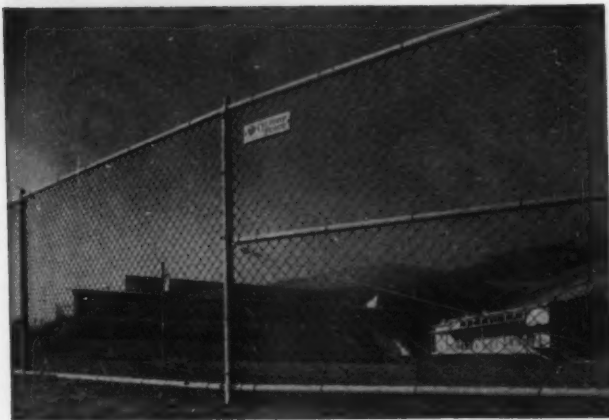
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Variable control of tempo and pitch

TR Models provide variable speed control for special applications of sound in teaching music, dancing, gym, language, etc.

### FLOATING SOUND

Exclusive feature eliminates needle skipping due to jolts and jars of dancing feet.

**MODEL TR-25AM:** A versatile, 25 watt, 3 speed player for all records up to 17 1/4". Two 12" speakers. Inputs for 2 mikes, 1 phono with separate tone controls. An effective scratch suppressor. Magnetic pickup.

**MODEL TR-16AM:** 10 watt, 3 speed player, all records to 17 1/4". 12" speaker. Inputs for 1 mike, 1 phono with separate volume. Magnetic pickup. Scratch suppressor.

**MODEL TR-16A:** Same as above with crystal pickup, no scratch suppressor.

**MODEL R-16:** 5 watt, 3 speed player, combines light weight with ruggedness. All records to 17 1/4". 10" speaker. Mike and phono inputs with separate volume. Crystal pickup.

**MODEL R-12:** 5 watt, high quality, 3 speed player. All records to 12". Oval 6" x 9" speaker. Crystal pickup.

**MODEL RC-12:** Same as above with changer.

**MODEL B-100:** AM radio with unbelievable tone. Extremely sensitive. Large built-in loop. Jack for use as a tuner connected to P.A. system or for headphones. 6" speaker.

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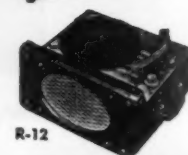
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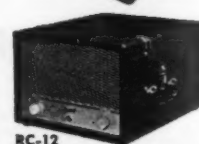
TR-16AM



R-16



R-12



RC-12



B-100



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## CLACKAMAS GRADE SCHOOL

(Concluded from page 54)

prisms in the glass units are so arranged that they resist the heat and glare from the hot summer sun while accepting more of the light from the low winter sun and a high percentage of light from the cool, north sky.

A continuous strip of three-by-six foot top-lighting sections—five to a classroom—extend the length of the building on the classroom side. Installed in the roof about 24 feet from the exterior walls, they assure a supply of daylight for the entire room, including those sections farthest removed from the outer wall daylight sources.

Mr. Hayslip credits the top-lighting method with reducing the over-all cost of the building because it permitted lower ceilings—10 feet at window walls—and shorter corridor space.

The multi-purpose room, which measures 54 by 34 feet, was designed to accommodate community functions as well as school activities. For elementary school purposes, it serves as cafeteria, assembly room, and covered play area, essential in Clackamas because of the winter rate of rainfall. Tables which fold into the wall simplify cleaning problems and permit speedy conversion of the room from cafeteria to other purposes. As a community center, the room is used for meetings, parties, suppers, and other affairs, filling a definite need in the area. The equipped kitchen is used for school and community functions.

The roof of the new building has laminated beams spaced on a 6-7-inch module, supported on wood mullion posts at the window walls. The roof deck is 2-inch fir covered with rigid insulation and a built-up asphalt roof. Acoustic board is stapled to stripping on the bottom side of the deck for sound insulation.

The pastel color schemes for the classrooms take advantage of the excellent daylighting conditions provided by the top-lighting and the wall fenestration. Chalk boards are green. Unit ventilators and heaters are located under the windows in each of the classrooms.

Designed to serve the grades from one through three, the addition has a pupil capacity of 150. Construction was started August 1, 1953, and occupancy was had March 12, 1954.

## PERSONAL NEWS

### PERSONAL NEWS OF SCHOOL BOARDS

★The board of school trustees of Weed, Calif., is composed of DYSART SCRIBNER, president; JEROME CALKINS, clerk; and members JAMES CULLEY, MAX LAYTON, and BOB MALLORY.

★Mrs. CECILE RUTH SANDS has taken her seat as a member of the New York City board of education. She was sworn in on February 3, 1955. Mrs. Sands, a native New Yorker, is a product of the public schools, and a graduate of Erasmus Hall High School.

★O. H. ROBERTS, JR., president of the board of school trustees of Evansville, Ind., has received the Good Government Award from the Evansville Junior Chamber of Commerce. Mr. Roberts was cited as one who serves the community unselfishly and is an example of what government stands for.

★Miss MARY FITZGERALD has been elected chairman of the Boston school committee.

★JOHN BLECK has been elected chairman of the school board at London, Ky.

★THOMAS BELL has been elected chairman of the school board at Mayo, Fla.

★Members of the Hart County, Ky., board of education joined the Munfordville parent-teacher association recently in paying special tribute to Charles B. Dowling, a member of the Munfordville board for 30 years. The program was held in the Munfordville high school where Mr. Dowling was credited with outstanding accomplishments in the advancement of education.

★Mrs. DALE R. DAVEE is the new president of the school board at Indianapolis, Ind., succeeding Joseph Guidone. MORTEN HANSEN was named vice-president.

★Mrs. DOROTHY JANSON is the new president of the board at Westport, Conn.

★W. C. ELKINS has been elected chairman of the school board at Murray, Ky. HILTON HUGHES was named vice-chairman.

★WILLIAM T. COULTER is the new president of the board at St. Paul, Minn.

★H. C. SLOAN has been elected chairman of the board at Stearns, Ky.

★The U. S. Office of Education has announced the appointment of three new staff members. CARROLL B. HANSON, Pasadena, Calif., has been appointed director of publications and reports; DONOVAN R. ARMSTRONG, Baton Rouge, La., is the new director of distributive education; and GEORGE L. GREENWALT is head of the Near-East unit of teacher training for the Division of International Education.

### DR. CLISH APPOINTED

Dr. Herbert C. Clish, Superintendent of Schools at San Francisco, has been named head of the Lynbrook, N. Y., school system. His appointment is effective July 1 next.

Dr. Clish was previously superintendent of schools at New Rochelle, N. Y. He has been the only superintendent in many years to be re-elected head of the San Francisco schools for three terms. He has been recently offered a re-election in San Francisco.

## COMBINATION CLASSES

(Concluded from page 34)

4. The administrator must be positive in his approach to combination classes. If he approaches them as a regrettable necessity, his teachers, his children, and his parents will lack confidence in the new organization. He must stress equalization of teacher load, increased flexibility of programming, and the advantages that combination classes afford for individual differences.

## EMERSON ELEMENTARY SCHOOL

(Concluded from page 50)

The gymnasium was planned for community activities as well as purely school use. There is a large stage in the gymnasium, and the gymnasium may be completely closed off with concealed aluminum vertical sliding gates, making the use of the gymnasium at night and at other times when the school is not in operation entirely practical.

Square dancing, civic and political meetings, music recitals, plays, scout and camp-fire groups and city recreation all contribute to a widely used, seven-day-a-week school program.

## LANDSCAPING

(Concluded from page 55)

Landscaping the school site means more than an arrangement of flowers, shrubs, and trees about a school. Good landscap-

ing design must include a harmony of beauty and utility. The well-landscaped school site serves as a source of education for the students through a use of indigenous plant forms; it aesthetically unifies play and garden areas as well as walks and drives; it presents a setting for that building which is an expression of the community's educational ideals. As such, the cost of landscaping the school site can be justified in any school community.

## CIVIL DEFENSE EVACUATION

(Concluded from page 30)

No. 279), p. 69 (Washington: Government Printing Office, 1942).

<sup>2</sup>Robert Ball, *History of the British Railways During the War, 1939-1945*, p. 71 (London: The Railway Gazette, 1946).

<sup>3</sup>U. S. Strategic Bombing Survey, *Civilian Defense Division, Final Report, passim*, pp. 100-175 (Washington: Government Printing Office, 1947).

<sup>4</sup>(Pacific), *Civilian Defense Division Summary Report: Covering Air Raid Protection and Allied Subjects in Japan*, pp. 5-6 (Washington: Government Printing Office, 1946).

<sup>5</sup>U. S. Office of Civilian Defense and Office of Defense, Health, and Welfare Services, *The Civilian Evacuation Program: Planning for Evacuation and Reception Care* (Evacuation Bulletin No. 2, proposals by the Joint Committee on Evacuation) (Washington: Government Printing Office, 1943), p. 40.

<sup>6</sup>*Ibid.*, Bulletin No. 1, p. 4 (Washington: Government Printing Office, May, 1942).

<sup>7</sup>Federal Standards Regarding the Establishment of State and Local Evacuation Authorities: *Federal and State Financial Responsibility* (Policy Memorandum No. 2), pp. 5-6 (Washington: The Joint Committee, Sept. 28, 1942).

<sup>8</sup>U. S. Office of Civilian Defense, "Notice to Regional Directors from James M. Landis, Director, on Financing the Preparation of State Plans for Evacu-

ation and Reception of Civilians," p. 2 (Washington: Office of Civilian Defense, Feb. 23, 1943).

<sup>9</sup>U. S. Strategic Bombing Survey, *Effects of Atomic Bombs on Hiroshima and Nagasaki*, pp. 41-43 (Washington: Government Printing Office, 1947).

<sup>10</sup>U. S. National Security Resources Board, *United States Civil Defense*, pp. 37, 39 (Washington: Government Printing Office, 1950).

<sup>11</sup>U. S. Federal Civil Defense Administration, *Interim Civil Defense Instructions for Schools and Colleges*, p. 25 (Washington: Government Printing Office, 1951).

<sup>12</sup>Associated Universities, Inc., *Civil Defense, Health, and Welfare: Part VIII of the Report Project East River*, July 15, 1952, pp. 10-11 (New York: Associated Universities, 1952).

<sup>13</sup>Author heard Peterson say this at a CD meeting, held in March, 1954, Council Chamber, City Hall, Milwaukee. It has also been in the national press.

<sup>14</sup>Wisconsin OCD Bulletin No. 54/8, p. 4 (Madison: State of Wisconsin, Office of Civil Defense, Aug. 17, 1954).

## NEWS OF SUPERINTENDENTS

★ R. L. PERRY, of Memphis, Mo., has accepted the superintendency of the reorganized schools at Montgomery City.

★ SUPT. W. R. GODWIN, of Topeka, Kans., has been re-elected for a two-year term.

★ WORCESTER WARREN is the new superintendent of schools at Coventry, Conn.

★ SUPT. WADE C. FOWLER, of Wichita, Kans., has been re-elected for a two-year term.

★ WILLIAM R. OWENS is the new superintendent at Wymore, Neb., succeeding G. M. Corum.

★ C. S. DALE is the new superintendent of schools at Bellevue, Ohio.

★ GEORGE H. MOODY has been elected assistant superintendent of schools of Henrico County, Va.

★ SUPT. HAMPTON CROWDER, of Hobart, Okla., has been re-elected for another term.

★ EDWIN KEISER, of Rising City, Neb., has been elected superintendent of the city schools, to succeed D. A. Burke.

★ JOHN L. BRACKEN, superintendent of schools at Clayton, Mo., was honored on February 19 in recognition of outstanding achievements and services to Washington University, St. Louis. He is president of the American Association of School Administrators.



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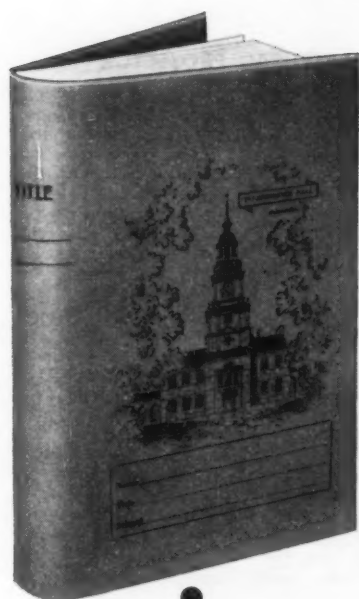
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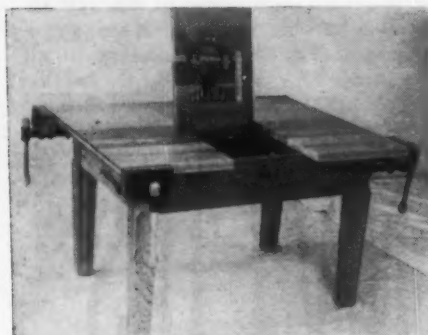
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# News of Products for the Schools



Stoner Bench

## JUNIOR WORKBENCH

A workbench especially designed for use by children of elementary and junior high school age in handwork or craftwork activities has been developed by the Stoner Wood Products Co., Charleston, Ill. A portable, self-contained unit, it is equipped with four vises, over fifty hand tools, individual storage compartment for the tools, and a teacher's manual. Tools are accessible through a trap door which can be locked. Work surface is 36 by 47 inches; the unit is available in four heights. Because of compact storage and work area features, a standard classroom can accommodate a shop class of 24 pupils without extensive renovation.

(For Further Details Circle Index Code 050)

## FLOORING ADVANTAGES

Many flooring uses in which maple has a top role were cited by the Maple Flooring Manufacturers Assn., recently. Among them were the advantages of wood flooring in auditorium-gymnasiums and all-purpose rooms.

A wood floor is a warmer floor because of the fact that it does not conduct outside cold into a room or conduct heat away from the body as many other materials do. Wood's natural "spring" afforded by its living cellular composition retards foot and leg fatigue. In the gymnasium, maple flooring's light color is most advantageous for sports. A recent poll of 300 basketball coaches showed a preference for hard maple floors for resilience, fewer floor burns and shin splints, general safety of player and light reflection.

(For Further Details Circle Index Code 051)

## HAND-OPERATED MIMEOGRAPH

An economy-priced, hand-operated mimeograph with many de luxe features was introduced recently by A. B. Dick Company, Chicago. The machine has an automatic-inking enclosed cylinder, permitting the use of inks which dry on contact with paper. An ink recovery system makes frequent re-inking during long runs unnecessary. Multi-color duplicating is simplified because two ink pads can be used at one time on this machine. The black inked pad is covered with a sheet of plicofilm and a clean second pad can then be added for the color inks.

Hairline registration and an automatic dual roll feed which eliminates paper lint in copy areas are other features usually found only on higher-priced mimeographs. The machine will feed a full ream of paper, another time-saving feature.

(For Further Details Circle Index Code 052)

## INSULATING MATERIAL

Development of a cellular glass insulating material which combines both insulation and ceramic finish in a single unit, has been announced by Pittsburgh Corning Corp., Pittsburgh. Called "Duraface Foamglas," the new material provides a durable, impact-resisting surface along with high insulating and moisture-proof qualities. Years of research resulted in perfection of the manufacturing process that produces Foamglas with a hard white crust  $\frac{3}{4}$ -inch thick on the surface.

With the new material, a wall completely insulated and surface-finished can be erected in one operation. No finish coating is required to protect the insulation. Unsupported walls can be built of the blocks because of their rigidity and high compressive strength. Like regular Foamglas, the material is completely inorganic. Thus, it will not rot or deteriorate and is not affected by fungus. While the white ceramic surface needs no paint or other surface finish, various types of paint can be applied if desired.

(For Further Details Circle Index Code 053)

## HEKTO INK REMOVER

The Heyer Corporation, Chicago, Ill., is offering readers of this column a free bottle of specially formulated Heyer Hekto Ink Remover so that its qualities can be tested without cost or obligation. Available in cream or liquid with Lanolin base, and pleasantly scented, the remover is simply rubbed on ink-stained hands and rinsed off. It performs with equal ease in removing stamp pad, Hekto, carbon, and other ink stains. Heyer Hekto Ink Remover is available in tube, bottle, or jar at local stationers or office equipment stores.

(For Further Details Circle Index Code 054)

## TEACHER'S DESK

A new Samsonite Teacher's Desk, designed by Russel Wright, is offered by Shwayder Brothers, Denver, Colo. In two styles, single and double pedestal desk units, they are offered in four colors: gray, turquoise, brown, and terra cotta. The desks are 30 inches high and are available in two size tops, 30 by 50 inches and 30 by 72 inches.



Samsonite Line

Convenient recessed slots in the front of the drawer pedestal permit easy opening and closing action without attachment of separate pulls. Leg ends are equipped with case hardened steel and rubber-cushioned swivel guides for noiseless action that automatically levels the desk on contact with the floor.

(For Further Details Circle Index Code 055)

## NEW OVERHEAD PROJECTOR



A new classroom lantern-slide projector with many new or improved features has been introduced by the Keystone View Company, Meadville, Pa. Called the Keystone Overhead Projector No. 1055, the projector is more compact, and more quiet in operation. It has a double-walled lamphouse and a more effective cooling system. Brighter illumination is offered through the unit's capacity to hold 500-watt, 750-watt, or 1000-watt lamps.

The new projector offers a variety of uses: projection of standard lantern slides; multiple Tachistosides; and with accessories will project 2 by 2 slides, strip-film, and microscopic slides. It is a portable model 18 inches high, 17 inches long, and 8 inches wide.

(For Further Details Circle Index Code 056)

## RECESSED LIGHT LOUVER

A new low-brightness louver, developed for use with Lite-Blox Recessed Troffers, was recently introduced by the Edwin F. Guth Company, St. Louis, Mo. The new louver's high "visual comfort index" is the direct result of two factors: the Parabolic design, and the new precision rolled cross-baffles for purposes of diffusion and low-brightness.

The Paraflector with cross-baffles provides 35-degree crosswise, and 25-degree lengthwise lamp-shielding. They are made of No. 1 Reflector Aluminum and finished with Alzak after forming.

For easy maintenance, the entire center "V" and cross-baffle assembly may be removed by pressing the "Hold-Locks." The assembly is supported on chains for easy relamping.

(For Further Details Circle Index Code 057)

## CATALOGS & BOOKLETS

Schieber Sales Company, Detroit, Mich., national sales outlet for folding table and bench products of Schieber Manufacturing Co., offers a new brochure describing the company's "Port-A-Fold" wall pocket units. It also details several improvements added since the line was announced.

(For Convenience Circle Index Code 058)

A new brochure, available from the Pittsburgh Corning Corporation, Pittsburgh, features information on how the use of "Foamglas" cellular glass insulation solved the severe insulating problems of leading users. The brochure is profusely illustrated and shows a variety of applications.

(For Convenience Circle Index Code 059)

"A School Desk Is Born" is the title of a booklet describing research, testing, engineering behind American Seating Company's No. 445 new high-school desk. Copies are free upon request.

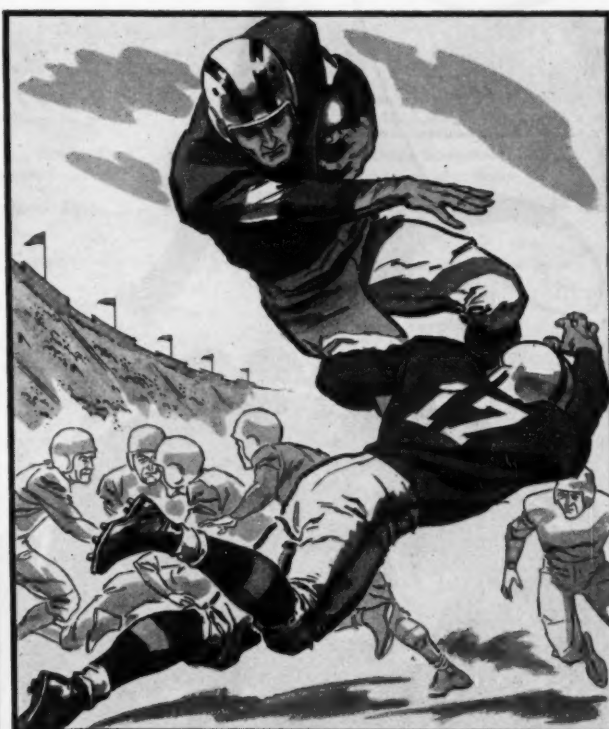
(For Convenience Circle Index Code 060)

A new school catalog of Gold Medal products, Binney & Smith Inc., New York, is now available to art and craft supply purchasers and instructors. Extra features and tips on suggested minimum supplies at different levels of education are also included.

(For Convenience Circle Index Code 061)

(Continued on page 103)

# NEW! A Two-In-One Schooltime Insurance Plan INCLUDING INTERSCHOLASTIC FOOTBALL!



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*Hotels Ambassador, Pump Room, Chicago*



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## CATALOGS & BOOKLETS . . .

(Continued from page 100)

Copies of "The Correct Pencil Sharpener for Your School," a report on study-time loss resulting from inadequate supply and incorrect placement of classroom pencil sharpeners, are available to school executives free of charge. The report was published in the interests of Apco Products, Inc.

(For Convenience Circle Index Code 062)

Barber-Colman Company, Rockford, Ill., has issued a new catalog with complete information on Uni-Flo Square and Rectangular Ceiling Diffusers, Lin-O-Flo Ceiling Diffusers, and Square and Rectangular Ceiling Returns, all fixtures in their lighting line. Catalog F-6597 is available free on request.

(For Convenience Circle Index Code 063)

A new brochure recently prepared by the Detroit Steel Products Company is offered to architects and engineers, and school board members. The brochure consists of pictures and detachable architectural details relating the use of the company's Fenestra panels, sash and doors in school buildings, and selected lists for further information. "Fenestra for Schools" is free on request.

(For Convenience Circle Index Code 064)

## MANUFACTURER'S NEWS

August H. Jaeger, Seattle, Wash., has been appointed a district manager for the Mitchell Manufacturing Company, Chicago, according to a recent announcement by a company official. Jaeger will represent the company in Washington and Oregon.

## ADVERTISERS' PRODUCTS AND SERVICES

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Use the information card in requesting information from a number of advertisers.

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THE AMERICAN SCHOOL BOARD JOURNAL  
400 North Broadway, Milwaukee 1, Wis.

April, 1955

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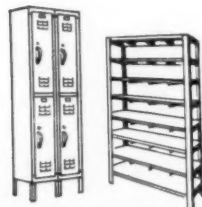
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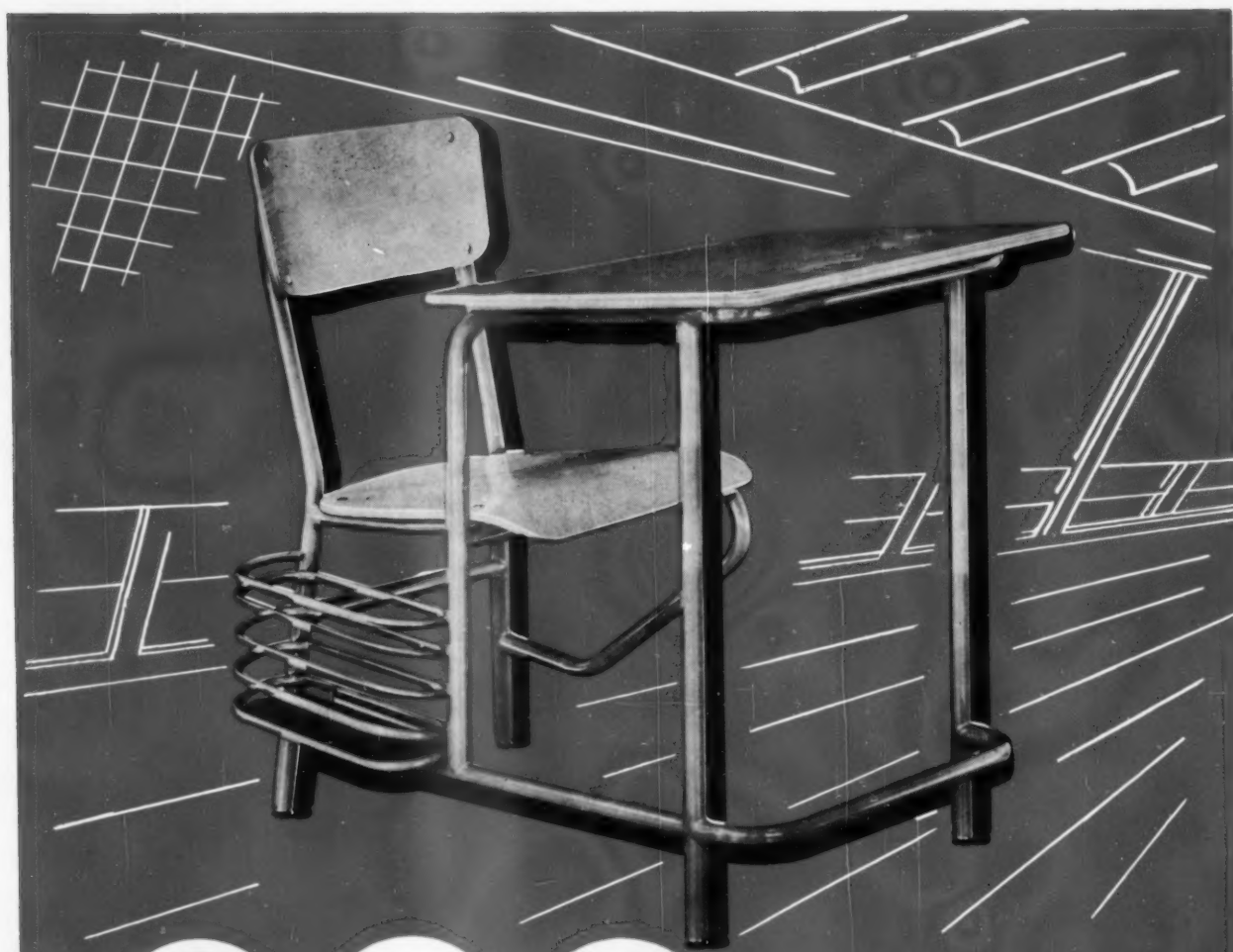
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